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ABSTRACT

Contained in this multi-curriculum guide are recipes, activities, and ideas for teaching elementary students about nutrition, foods, cooking, utensils, table setting, and cooking safety. The recipes involve the basic four food groups and may be reproduced to provide students with their own cookbooks. Recipes are divided between primary and intermediate grade levels with a different format for each level, but could be used at either level with a few adjustments by the classroom teacher. Recipe vocabularies are given for primary students. Teacher's pages suggest activities involving mathematics, science, art, social studies, language arts, and study skills. Many of the activities have student pages which may be reproduced for classroom use. Short bibliographies for a student cookbook collection and a student literature collection are given as well as a bibliography for the teacher. Names and addresses of health and food associations and a list of films are also provided. (EM)

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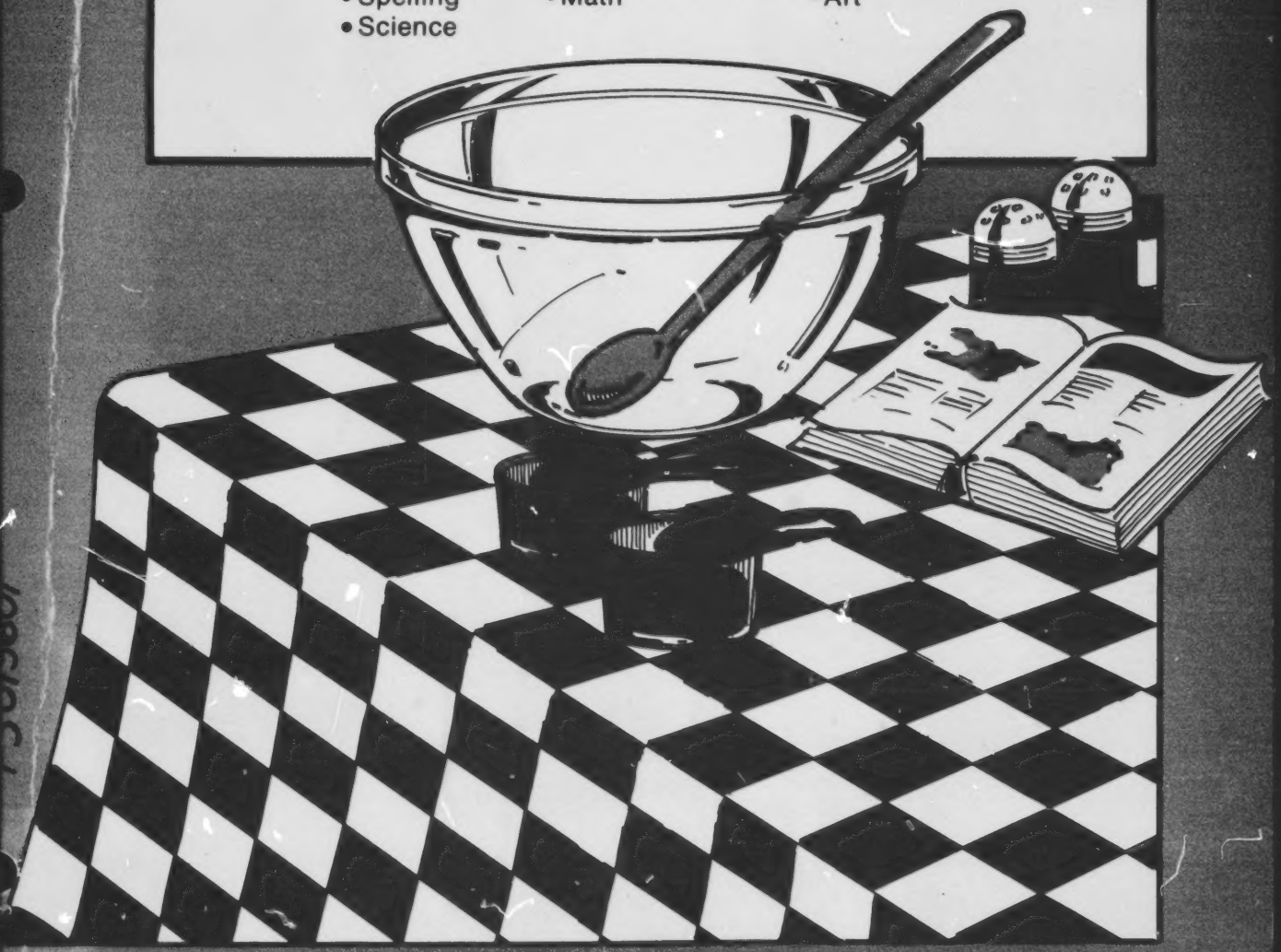
Mix, Stir, Blend...

A PANTRY OF COOKING ACTIVITIES AND IDEAS FOR ELEMENTARY K — 6

- Reading
- Spelling
- Science
- Social Studies
- Math
- English
- Art



OKLAHOMA STATE DEPARTMENT OF EDUCATION

1982

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Mix, Stir, Blend...

A PANTRY OF COOKING ACTIVITIES AND IDEAS FOR ELEMENTARY K — 6

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Foreword

Mix, Stir, Blend: A Pantry of Cooking Activities and Ideas has been developed to assist Oklahoma educators in providing a multi-curriculum approach to content areas through a nutrition study. Many activities are included that may be incorporated into any classroom curriculum and adapted to provide for the needs of all students.

The Oklahoma State Department of Education gratefully acknowledges and expresses its appreciation to all of the developers of this unit.

Sincerely,

Leslie Fisher
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Introduction

Cooking is fun, particularly for elementary students. It provides the classroom teacher with the opportunity to introduce learning experiences in communication and language skills, cognitive development, human relations, and literature. Mix, Stir, Blend is a cookbook for the students and a collection of activities and ideas for the teacher.

Mix, Stir, Blend is a pantry of cooking activities. Recipes involving the basic four food groups are included for the students. These may be reproduced and expanded providing each student with his/her own cookbook. For the teacher, there are suggested activities involving math, science, art, social studies, and language arts. Many of the activities include student pages that may be reproduced for classroom use.

Include Mix, Stir, Blend activities to compliment the development of learning skills and career awareness. The following study skills are involved in cooking: following directions, sequencing, and organizing materials and information. All of the jobs related to the food industry may be investigated by the class. This is particularly valuable because of the growth of the fast food industry in the state of Oklahoma.

Cooking is fun!

Teacher Hints

The recipes are designed to be used in a classroom situation. Cooking at Home notes have been included for those involving the use of a burner or oven.

Duplicate the bordered pages to prepare Student Cookbooks.

Refer to the Table of Contents for the suggested grade level for each recipe. They are divided between "primary" and "intermediate" with different formats for each level. A recipe vocabulary is included for primary students. All of the recipes, however, may be used at either level with few adjustments by the classroom teacher.

FOUR FOOD GROUPS PLUS 1

Food items have been divided into groups that are similar. A daily minimum requirement of each has been established for good health. Below are the major groups of foods and some examples for each.

Food Group	Requirements for School-Age Children
1. MILK GROUP milk, cheese, yogurt, ice cream frozen yogurt, and other milk products.	3 servings daily 1 serving = 1 cup (240 ml) of milk
2. MEAT GROUP meats, fish, poultry, eggs, dried peas and beans, peanut butter	2 servings daily 2 to 4 ounces (56-112 grams)= 1 serving 1 egg = 1 ounce (28 grams) meat 2 tbsp. (30 ml) peanut butter= 1 ounce (28 grams) meat
3. VEGETABLE - FRUIT GROUP All vegetables and fruits, (Be sure to include some dark green or yellow vegetables for vitamin A and some citrus fruits or other source of vitamin C.)	4 servings daily 1/2 to 2/3 cup (120-160 ml) or 1 medium fruit or vegetable equals 1 serving
4. BREADS AND CEREALS GROUP Whole grain, Enriched or Fortified breads and cereals	4 servings daily 1 slice bread or 1/2 to 1 cup (120-240 ml) cereal equals 1 serving
5. SPECIAL GROUP The extras: fats and sugars - catsup, salad dressing, cookies and candy.	Should be limited due to high caloric value and low nutrient value.

For detailed information, refer to Creative Nutrition Education - An Integrated Approach; A Recommended Guide for Oklahoma, Elementary Level. Available from the Oklahoma State Department of Education, School Lunch Section.

TEACHER HINT . . . .

On pages 15 and 16 you will find form letters which can be duplicated by you and then filled out by your students. These letters can help you reinforce the skills of writing and composing letters as well as the assumption of responsibility. They can also serve to bring about parent involvement in and support for your program.

_____

Dear _____,

We are cooking _____

on _____.

I need to bring _____.

I thank you for your help.

From,

_____

_____ I will be able to send the ingredient.

_____ I will not be able to send the ingredient.

_____

Dear _____,

We are cooking _____.

on _____.

I need to bring _____.

I thank you for your help.

From,

_____

_____ I will be able to send the ingredients.

_____ I will not be able to send the ingredients.

Mix, Stir, Blend...

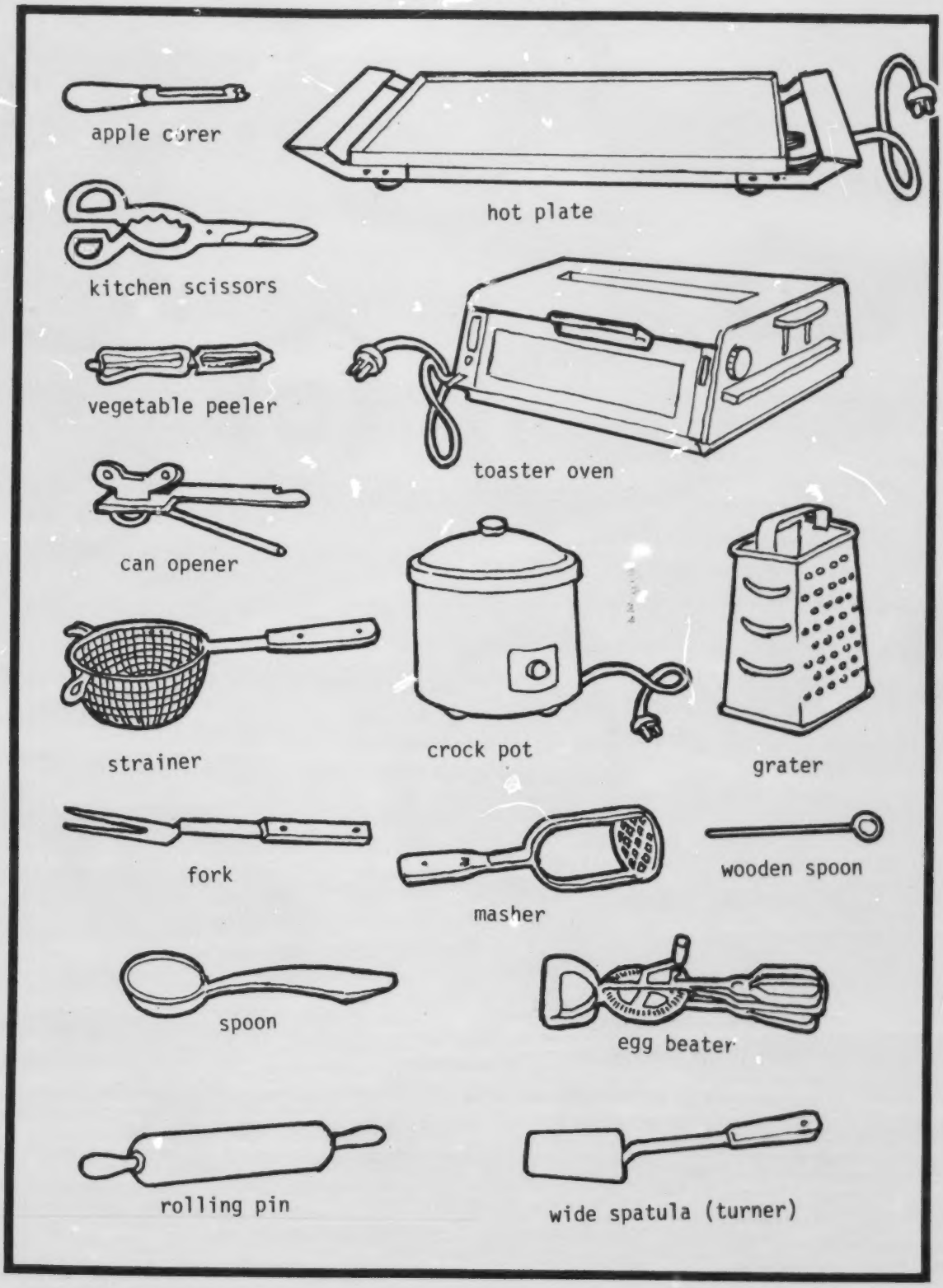
STUDENT COOKBOOK

NAME _____

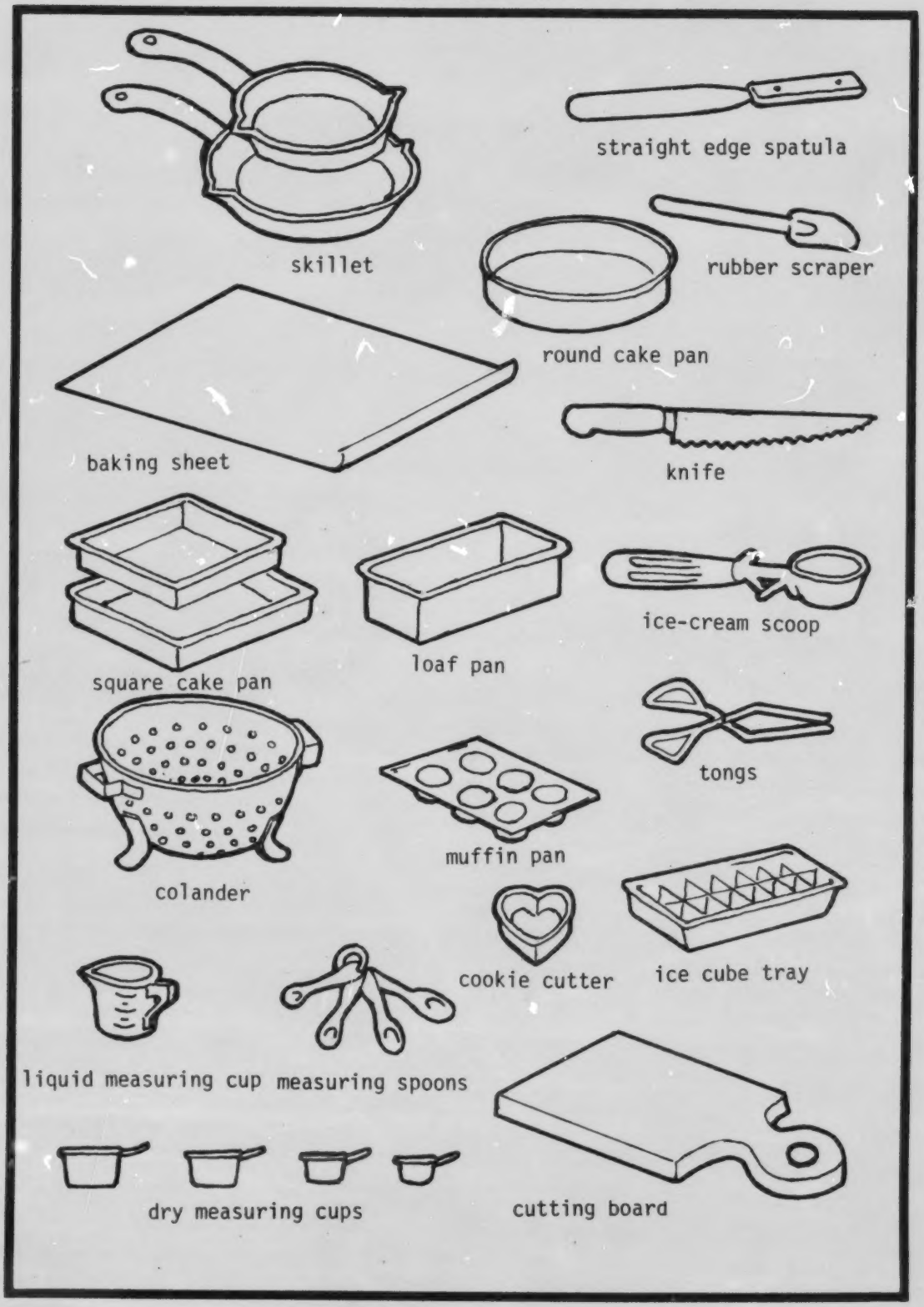
COOKING SAFETY . . .

1. Be careful.
2. Follow all directions given by your teacher or parent.
3. Use pot holders to avoid burns.
4. Cut away from yourself. Ask permission before using sharp knife, can opener, or blender. Many foods may be sliced with plastic serrated knife.
5. Slice, chop, or dice food on a chopping board.
6. When using a pan on a stove or hot plate, turn handle away from you.

COOKING UTENSILS

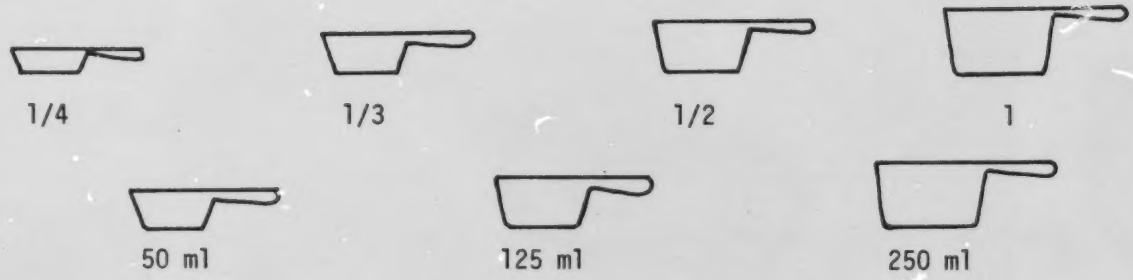


COOKING UTENSILS



HOW TO MEASURE

Dry Measurement cups



FLOUR: To measure, dip cup into flour to get it heaping full. Level off with straight-edged spatula. Do not tap cup.

SHORTENING: Pack small amounts into cup with rubber scraper until cup is full. Level off.

Stick margarine or butter is easy.
1 stick = 1/2 cup 1/2 stick = 1/4 cup

WHITE SUGAR (granulated): Dip cup into sugar to get it heaping full. Level off with straight-edged spatula or back of table knife. Do not tap cup.

CONFECTIONER'S SUGAR: Sift confectioner's sugar before measuring. Spoon sugar into cup. Level off with straight-edged spatula or back of table knife. Do not tap cup.

BROWN SUGAR: Fill dry measuring cup with sugar and press down with back of spoon to pack brown sugar firmly. Sugar should hold its shape when turned out of cup.

CUT-UP FOODS: Pack lightly in measuring cup until level with top.

HOW TO MEASURE

Measuring spoons

1/8 tsp.

1/4 tsp.

1/2 tsp.

1 tsp.

1 Tbsp.

1 ml

2 ml

5 ml

15 ml

25 ml

SALT: Pour salt into bowl and dip spoon into it. Level off, or dip spoon into container and level off.

BAKING POWDER, SODA, CORNSTARCH, OR SPICES: Dip spoon and level off.

VANILLA: Pour into spoon from bottle. Hold over small bowl to avoid spilling on counter.

SHORTENING, BUTTER, OR MARGARINE: To measure small amounts, pack into spoon. Level off.

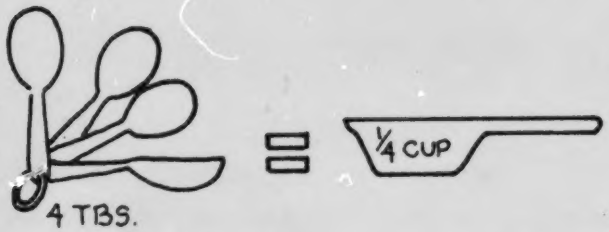
Liquid Measuring Cup

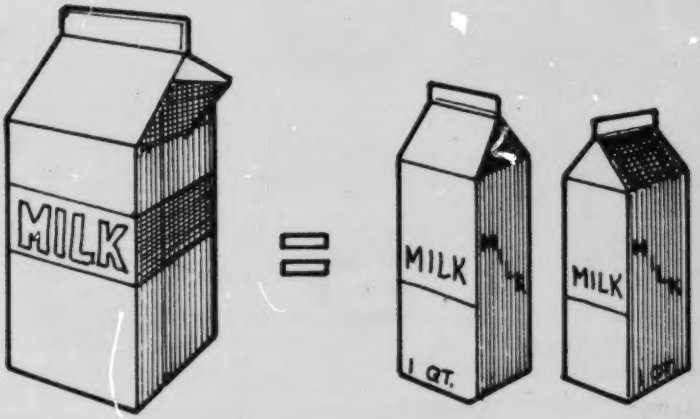
Use liquid-type measuring cup for milk, water, or vegetable oil. Place cup on counter, pour in liquid and bend down to check the correct amount at eye level.

KITCHEN MATH

3 teaspoons	=	1 tablespoon
4 tablespoons	=	1/4 cup
5 tablespoons plus 1 teaspoon	=	1/3 cup
8 tablespoons	=	1/2 cup
16 tablespoons	=	1 cup
2 cups	=	1 pint
4 cups	=	1 quart
2 quarts	=	1/2 gallon

1 teaspoon	=	5 milliliters
1 tablespoon	=	15 milliliters
1 fluid ounce	=	30 milliliters
1 ounce	=	28 grams
1 pound (2 pounds is about 1 kilogram)	=	.45 kilogram
1 cup	=	240 milliliters
1 quart	=	.95 liter
(1 quart is about 1 liter)		





GETTING READY TO COOK . . .

Before you start . . .

1. Wash your hands with soap.
2. Wear apron to keep your clothes clean.
3. Read your recipe carefully.
4. Collect all ingredients on a tray.
5. Collect utensils and pans.

After you are through . . .

1. Read recipe again. Did you leave out anything?
2. Clean up your work area.

COOKING WORDS

Bake	Cook in oven.
Beat	Mix vigorously over and over with a spoon or fork, or round and round with a beater.
Blend	Mix thoroughly two or more ingredients until smooth.
Boil	Cook in steaming liquid in which bubbles break on surface.
Broil	Cook directly under heating unit in oven or over hot coals
Chop	Cut into pieces with knife or chopper.
Drain	Pour off liquid.
Flour	Dust greased pans with flour until well coated on bottom and sides. Shake out extra flour.
Grease	Spread bottom and sides of pan with shortening.
Knead	Work dough with your hands by repeating a folding-back, pressing forward, and turning motion.
Melt	Heat until liquid.
Pare	Cut off outside skin, as from an apple or potato.
Peel	Pull off outer skin, as from an orange or banana.
Roll out	Flatten and spread with a rolling pin.
Shred	Cut into very tiny strips.
Sift	Put through flour sifter or fine sieve.

COOKING WORDS

Fold	Mix gently, bringing rubber scraper down through mixture, across bottom, up and over until blended.
Garnish	Decorate with pieces of colorful food such as parsley, pimiento, cherries, or lemon.
Grate	Rub against grater to cut into small pieces.
Simmer	Cook in liquid almost to boiling but not hot enough to bubble.
Stir	Mix round and round with spoon.
Toss	Mix lightly.
Whip	Beat with rotary egg beater or electric mixer to add air.

GARNISHES

Mealtime is more fun when the food on the plate looks good. Put the food on the plate neatly, then use garnishes to add color. Some easy garnishes are:

Parsley

Pimento

Radish roses

Lemon wedge

Carrot curls

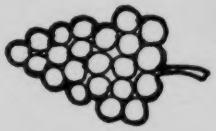
Celery curls

Orange slice

Cherries

Grapes

(Place small cluster to add color)



THE TABLE

Mealtime is more fun when the table looks nice. The correct table setting means:

1. Place the dinner plate in the center, one inch from the edge of the table.
2. Place the knife to the right of the plate with the blade toward plate.
3. Place the spoon to the right of the knife.
4. Place the fork or forks to the left of the plate with the tines up.
5. Place the water glass directly above the point of the knife.
6. Place the cup and saucer to the right of the spoon.
7. Place salad plate to the left of the fork or forks.
8. Place the napkin to the left of the fork with the open corner towards you.
9. When more than one fork or spoon is placed at at table setting, use the outside one first.

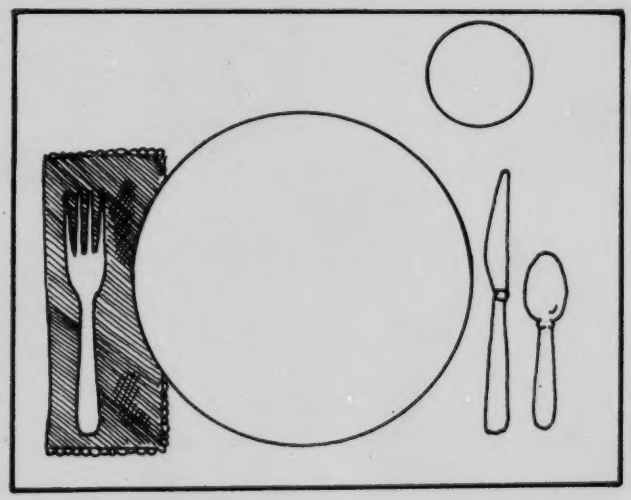
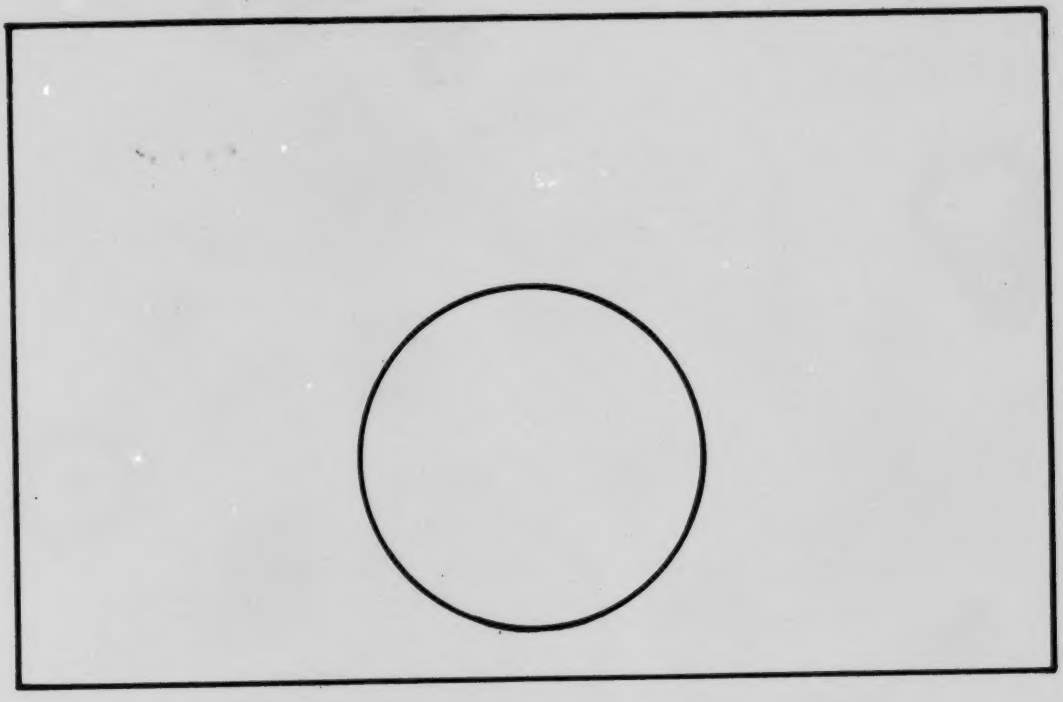


TABLE SETTING ACTIVITY PAGE

Name_____ Date_____

Draw a place setting. Include knife, spoon, fork, glass, and napkin.



MIX, STIR, BLEND RATING SCALE

Name_____ Date_____

During Cooking Time

I am . . . .

a neat worker	⌊_____⌋	a messy worker
able to do my work	⌊_____⌋	usually can't finish my work
able to share	⌊_____⌋	have trouble sharing
an experimenter	⌊_____⌋	dislike to experiment
a good user of food	⌊_____⌋	wasteful in using food

THE RECIPE I USED WAS:

_____.

Milk Group

PUDDING HEAD

What I need . . .

Food	Tools	Serving Things
1 small package instant pudding	Measuring cup (liquid)	1 serving spoon
2 cups (480 ml) milk	Bowl	4 bowls
8 raisins	Egg beater	4 spoons
4 cherries	* * *	4 napkins
20 peanuts	Refrigerator	
4 Tbsp. (60 ml) coconut		

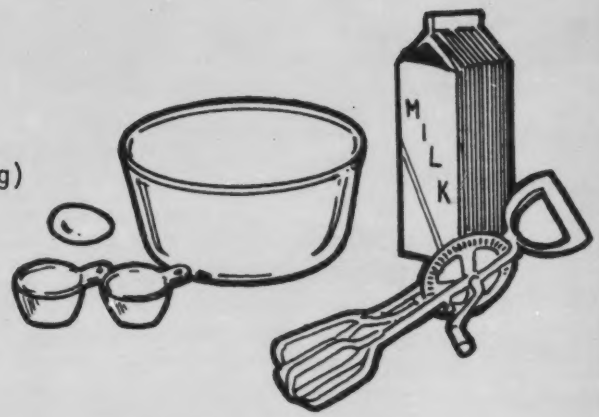
Serves 4.

Primary Level

PUDDING HEAD

What I do . . .

1. Get all things ready.
2. Pour pudding mix into bowl.
3. Measure 2 cups of milk.
4. Add to mix.
5. Beat with an egg beater until thick.
6. Put into 4 serving bowls.
7. Chill for 1 hour.
8. Take out of refrigerator.
9. Make eyes with the raisins.
10. Make a mouth with the peanuts. (5 per serving)
11. Make a nose with a cherry.
12. Measure 1 tablespoon of coconut.
13. Make hair with the coconut.
14. Eat
15. Clean up.



PUDDING HEAD

Introduce unit with a study of milk. From where does milk come? What types of milk may be purchased? Learn about cows and the role of green grass in milk.

Suggested Activities:

1. Make the pudding in several flavors and layer into bowls or small glasses for serving.

2. Make whipped topping using the same techniques used in the pudding recipe.

3. Make Pudding-witches.

1 1/2 cups (360 ml) cold milk
1/2 cup (120 ml) creamy peanut butter
1 small package instant pudding
24 graham crackers or chocolate wafers

Add milk gradually to peanut butter in a deep, narrow bottom bowl, blending until smooth. Add pudding mix. Beat slowly with hand beater until well blended. Let stand 5 minutes. Spread filling 1/2 inch (about 1 cm) thick on 12 of the crackers. Top with remaining crackers. Freeze until firm, about 3 hours. Make 12 sandwiches.

4. Visit a dairy farm.

5. Have a taste test of different types of milk: plain, skim, buttermilk, and low fat milk.

6. Have a milk-product sample party. Include various cheeses (Swiss, Cheddar, Brie, Camembert, Muenster, Roquefort, and Mozzarella), yogurt, cottage cheese, and butter.

7. Study fractions and equivalence by preparing the recipe twice. Leave one recipe in bowl and divide the second into four equal servings. Then eat and enjoy both recipes.

PUDDING HEAD

8. Compare butter and oleo-margarine products for taste. Determine content of margarine. Collect labels from as many brands of margarine as possible.

VOCABULARY

Ingredients	Materials
instant pudding	bowl
milk	measuring cup
raisins	egg beater
cherry	spoon
coconut	cups
peanuts	refrigerator
	napkins

Cooking Words	Math Terms
mix	2 cups
measure	1 hour
pour	1 tablespoon
beat	1 cup
chill	

PURPLE COW

What I need . . .

Food

1 can (6 ounces) frozen grape concentrate

1 cup milk (240 ml)

2 cups vanilla ice cream (480 ml)

Serves 4.

Tools

Ice cream scoop or large spoon

Measuring cup (liquid)

* * *

Blender

Serving Things

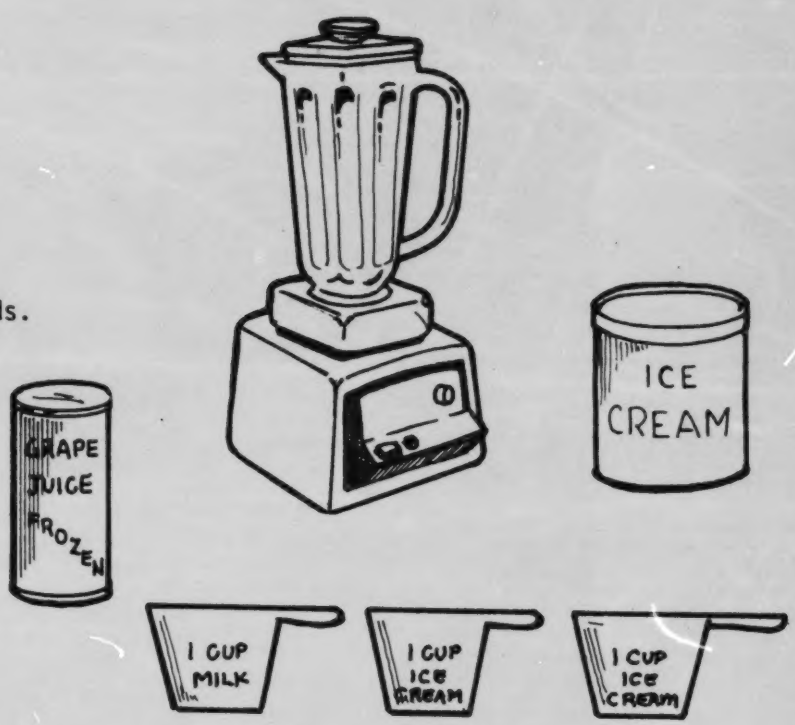
4 (8 ounce) glasses (240 ml)

Primary Level

PURPLE COW

What I do . . .

1. Get all things ready.
2. Put the juice into blender.
3. Measure 2 cups of ice cream.
4. Put the ice cream into blender.
5. Cover.
6. Blend at high speed for 30 seconds.
7. Pour into four 8-ounce glasses.
8. Drink
9. Clean up.



PURPLE COW

Read the poem "The Purple Cow" and have each student draw a picture of one for an unit introduction. (Childcraft Encyclopedia)

Suggested Activities:

1. Prepare a Purple Cow using bottled soda.

   Place in a tall glass - 1 scoop vanilla ice cream.
   Fill glass with chilled grape soda.

2. Prepare Homemade Ice Cream.

3. Where do grapes grow? Determine the areas in the United States and around the world that grow most of the grapes.

4. Make grape jelly and serve on bread shapes.

GRAPE JELLY

1 cup (240 ml) water
3 1/4 cups (780 ml) sugar
1 6-oz. can frozen grape juice concentrate
1/2 bottle (3 oz.) liquid pectin

Place the water and sugar in large, heavy pan. Quickly bring to a boil, stirring frequently, and boil one minute. Remove from the heat and stir in the grape juice and pectin. Immediately ladle into hot sterilized jelly glasses and seal.

5. Prepare peanut butter and jelly in class and make sandwiches.

6. What do the different terms jellies, jams, preserves, conserves, butters, and marmalades mean?

VOCABULARY

Ingredients	Materials
frozen grape concentrate	blender
milk	scoop
vanilla ice cream	glasses

Cooking Words	Math Terms
blend	1 cup (240 ml)
	2 cups (480 ml)
	8 ounces (240 ml)
	30 seconds

DIPPY DIP

What I need . . .

Food	Tools	Serving Things
2 cups (480 ml) yogurt	Measuring cup (dry)	Small bowl
1 package dry buttermilk-style dressing mix	Mixing spoon	
	Mixing bowl	

Primary Level

DIPPY DIP

What I do . . .

1. Get all things ready.
2. Measure 2 cups of yogurt.
3. Add the mix.
4. Stir.
5. Put the dip in the small bowl.
6. Serve with raw vegetables.
7. Clean up.

DIPPY DIP

Introduce the unit by serving homemade yogurt, if available, and the commercially-prepared product. Compare taste.

Suggested Activities:

1. Have the students use reference materials to answer these questions. What is yogurt? Why is it easily digested? Why is the bacteria considered helpful? What geographical regions of the world use yogurt extensively? Where did yogurt originate?

2. Make yogurt:

   Mix 1/4 cup (60 ml) of plain yogurt (without any additives) and 1 quart (.95 litres) milk. Let both stand at room temperature for about one hour. Then mix yogurt and milk together. Pour the mixture into a large jar with a lid. Place the jar in a pan of hot water. Let the jar stand for about 8 hours in hot water. Keep adding hot water during the day. When the mixture curdles and looks like creamy pudding, it is ready to store in the refrigerator until the next day. Eat plain or add honey and/or fruit.

3. The following dip recipe may be used for vegetables instead of the recipe provided for the students.

   1 8-oz. bottle Blue Cheese dressing
   1 8-oz. package cream cheese
   1 pint (480 ml) real mayonnaise
   1 tbsp. (15 ml) Wilson's B.V. Upper Sauce
   2 tbsp. (30 ml) dried onion flakes

   Allow cream, mayonnaise and dressing to become room temperature. Mix dressing and mayonnaise in blender. Cut cheese in chunks and add to blender. Gradually add sauce and onions and mix well. Refrigerate. Serve with raw vegetables as a dip, or may be served as a salad dressing.

VOCABULARY

Ingredients	Materials
yogurt	spoon
dressing mix	bowl

Cooking Words	Math Terms
measuring	2 cups
mixing	
stir	

MILK GROUP

BANANA BERRY SMOOTHY

What I need . . .

Ingredients

1/2 banana

1 cup milk (240 ml)

1/4 cup strawberries (60 ml)

1 tablespoon honey (15 ml)

Utensils

Knife

Measuring cups
(liquid and dry)

Tablespoon

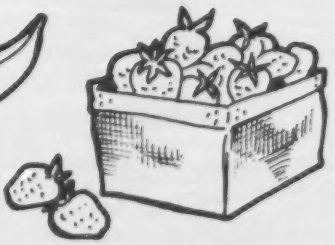
* * *

Blender

Serving Materials

2 - 8 oz. glasses

2 napkins



Serves 2.

Intermediate Level

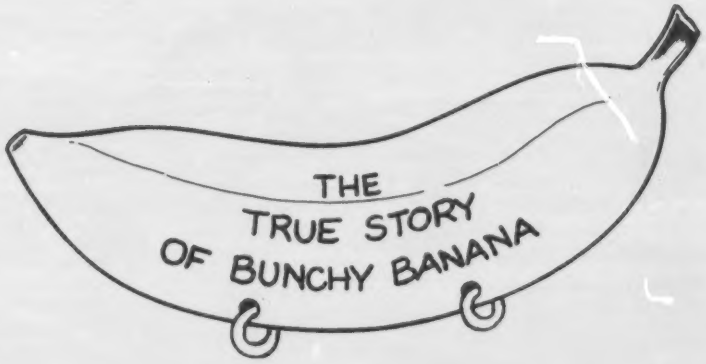
BANANA BERRY SMOOTHY

What I do . . .

1. Get all materials prepared.
2. Slice the banana in half and 1/2 of the banana in the blender.
3. Measure 1 cup of milk and put it into the blender.
4. Measure 1/4 cup of strawberries and add it to the mixture in the blender.
5. Measure a tablespoon of honey and add it to the mixture.
6. Blend the ingredients at high speed for 30 seconds.
7. Pour the Banana-Berry Smoothy into 2 glasses.
8. Drink with a friend.
9. Clean up.

BANANA BERRY SMOOTHY

Have the students write a story of the life of a banana. Provide banana-shaped pages and cover for each.



Suggested Activities:

1. Where do bananas grow? Use the encyclopedia to find the geographical regions where bananas grow. What is the climate in the growing areas?

2. When are bananas picked? How are they shipped to the United States' markets? In what cities are the major ports located? Find out other foods that are imported.

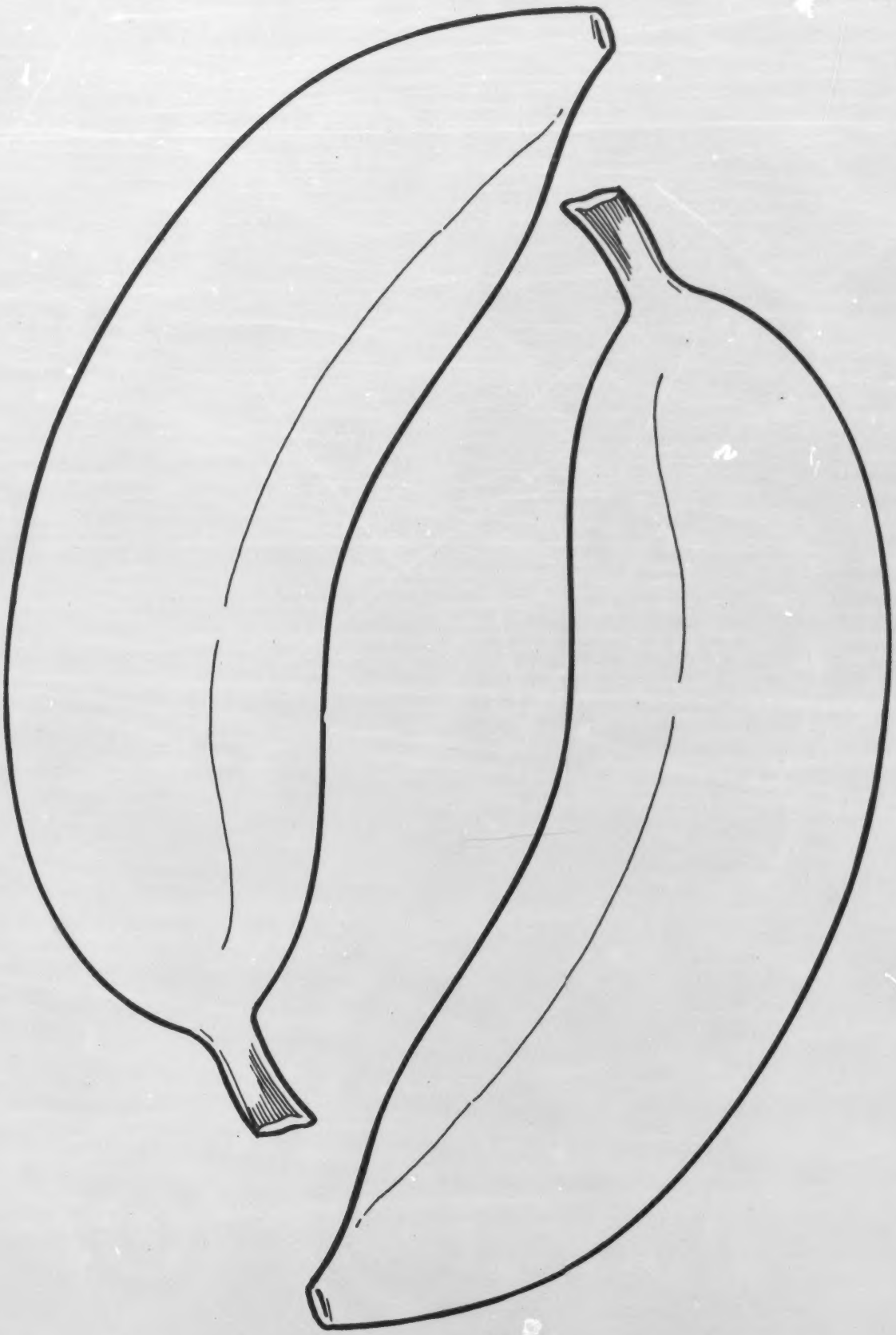
3. Paint a jungle mural.

4. Why are honeybees important? What is their place in the agricultural industry?

5. Make a poster about the different bees: queen, drones, and workers.

6. Obtain a beehive (not in use). Learn the functions of the various parts. Invite a beekeeper to visit the class.

7. Learn the parts of a flower and the function of honeybees in pollination.



MILK GROUP

STRAWBERRY SHERBERT

What I need . . .

Ingredients

1 cup (240 ml) fresh strawberries

1 cup (240 ml) evaporated milk

1 cup (240 ml) cold water

2 tablespoons (30 ml) lemon juice

Utensils

Fork

Bowl

Measuring cup (liquid and dry)

Mixing bowl

Tablespoon

Ice cream scoop

Serving Materials

6 dessert dishes

6 spoons

6 napkins

Serves 6.

Intermediate Level

STRAWBERRY SHERBERT

What I do . . .

1. Get all of the materials prepared.
2. Measure 1 cup of fresh strawberries.
3. Mash them in a bowl.
4. Measure 1 cup of evaporated milk and put it in a mixing bowl.
5. Measure 1 cup of water and combine it with the milk.
6. Beat the milk and water together until it is foamy.
7. Measure 2 tablespoons of lemon juice.
8. Stir the lemon juice and strawberries into the milk and water mixture.
9. Freeze for 1 hour.
10. Remove from the freezer and stir.
11. Return to freezer and leave it for 2 hours.
12. Remove from freezer and scoop into dessert dishes.
13. Eat.
14. Clean up.

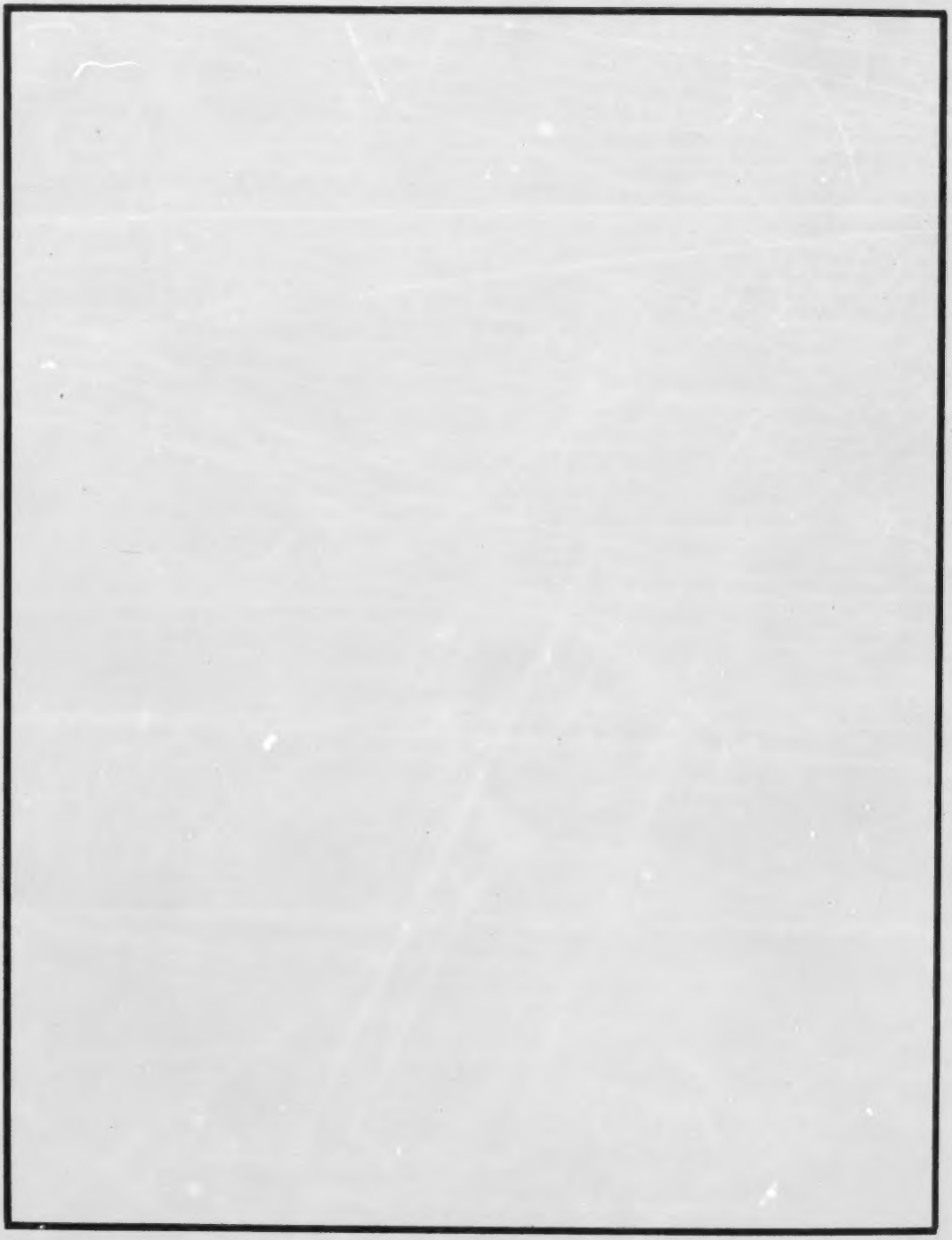
STRAWBERRY SHERBERT

Strawberries are red, so why are they called strawberries? One version states that straw was used between rows of fruits to keep them clean and serve as a covering in the winter. Another version says that berries were often found under newly mown hay in Europe. Because the Anglo-Saxon word for "hay" was "straw", this may have been the reason this fruit is now named strawberry.

Suggested Activities:

1. Make a fruit mobile. Use only strawberries or include all fruits.
2. Compare strawberries with blackberries, raspberries, blueberries, and gooseberries.
3. Have the students answer these questions: Where are the strawberry seeds? Does any other fruit have its seeds on the outside?
4. Decoupage plaques using pictures of strawberries and children.
5. Watercolor strawberry designs.
6. How does sherbert differ from ice cream? Compare package labels. Note milk product, sugar and fruit contents.
7. Have the students find out what evaporated milk is? (It is fresh, whole milk that has more than half the water removed by evaporation under vacuum. It is sterilized, homogenized, and has Vitamin D in pure crystalline form added. There are no preservatives or sugar added.)

Design a label for Banana-Berry Ice Cream or Strawberry Sherbert. Include name of product, company and contents on the label.



Meat Group

DEVILED EGGS

What I need . . .

Food	Tools	Serving Things
6 eggs	Pan	1 serving plate
3 tablespoons (45 ml) mayonnaise	Bowl	12 plates
2 tablespoons (30 ml) hot dog relish	Dinner knife	12 napkins
	3 spoons	
	Tablespoon	
	Teaspoon	
	6 sheets of waxed paper	
	* * *	
	Hot plate	

Serves 12

Primary Level

DEVILED EGGS

What I do . . .

1. Get all things ready.
2. Put the eggs in a pan.
3. Cover the eggs with water.
4. Place on hot plate.
5. Simmer for 20 minutes.
6. Take off hot plate.
7. Let the eggs cool.
8. Shell the eggs.
9. Put the egg on waxed paper.
10. Slice in half.
11. Take out the yolk and put it in a bowl.
12. Measure and add the mayonnaise and hot dog relish.
13. Mix.
14. Put the mixture back into the egg white.
15. Put on serving plate.
16. Serve.
17. Clean up.

Cooking at home: Place pan of eggs and water on stove. Simmer for 20 minutes.

DEVILED EGGS

Introduce the egg unit with a study of the parts of an egg: shell, yolk, and white.

Suggested Activities:

1. Study animals that come from eggs.

2. Decorate eggs.

3. Make mayonnaise:

   1 egg
   3/4 tsp. (3.25 ml) salt
   1/2 tsp. (2.5 ml) dry mustard
   1/4 tsp. (1.25 ml) paprika
   1 Tbsp. (15 ml) vinegar
   1 Tbsp. (15 ml) lemon juice
   1 cup (240 ml) salad oil

   Put the egg, seasonings, vinegar, lemon juice, and 1/4 cup (60 ml) of oil into blender, cover, and process at BEAT. Immediately remove feeder cap and pour in the remaining oil in a steady stream.

4. Prepare eggs in many forms and have taste test. Eggs can be cooked, fried, scrambled, and poached.

5. Study terms, i.e., hot, cold, boiling, and freezing.

6. Make an egg tree. Use blown eggs or paper cut-outs.

7. While preparing eggs, discuss shapes and fractions.

8. Make omelettes. Have different stuffings available. The intermediate-level student could make their own.

9. Find out why hard-cooked eggs spin and raw eggs do not. (Hint: Hard cook egg in non-aluminum pan.)

10. Find out if there is any difference in food value between a brown-shell egg and a white-shell egg.

11. Write the Egg Council for information on egg marketing quality and size requirements.

VOCABULARY

Ingredients

eggs (egg white - egg yolk - shells)

mayonnaise

hot dog relish

salt

mixture

Materials

pan

hot plate

knife

spoon

tablespoon

teaspoon

serving plate

plates

napkins

Cooking Words

boil

slice

measure

add

mix

shell

serve

Math Terms

half

1/4 teaspoon

2 tablespoons

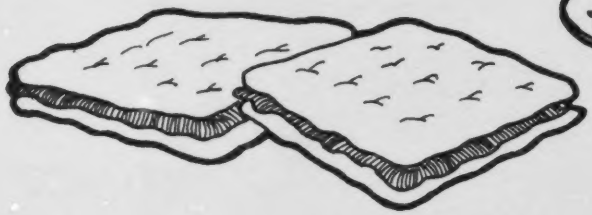
3 tablespoons

NUTTY BUTTER

What I need . . .

Food	Tools	Serving Things
2 cups (480 ml) peanuts, shelled, dry roasted	Bowl	1 bowl
2 tablespoons (30 ml) peanut oil	Measuring cup	1 dull knife
	Blender	Plates
Extra	Rubber spatula	Napkins
Crackers	Tablespoon	

(Unshelled peanuts may be used. A pound bag of unshelled peanuts equals about 2 cups of shelled peanuts.)



Primary Level

MEAT GROUP

NUTTY BUTTER

What I do . . .

1. Get all things ready.
2. Measure 2 cups of peanuts.
3. Put the peanuts in the blender.
4. Measure 2 tablespoons of oil.
5. Put oil in blender.
6. Blend.
7. Take peanut butter out of blender with rubber spatula and put into a bowl.
8. Use knife to put the peanut butter on a cracker.
9. Eat.
10. Clean up.

The amount of peanut oil added will vary according to type and dryness of peanuts used. Usual amounts are 2 Tbsp. of oil to 2 cups peanuts.

NUTTY BUTTER

Introduce the cooking unit with a study of the peanut plant. If possible, get plant with peanuts attached. Discuss different parts of plants that are eaten: stems, leaves, roots, seeds, and flowers.

Suggested Activities:

1. Prepare dry-roasted peanuts. Shell the peanuts, sprinkle on cooking sheet, and roast for 20 minutes at 400°F (200°C). Stir to prevent burning.

2. Make Nutty Dough:

   1/2 cup (120 ml) peanut butter
   1/2 cup (120 ml) honey
   1 cup (240 ml) powdered milk

   Mix peanut butter, honey, and powdered milk. Knead it. Play with it. Have fun with it. Nibbling is okay. (P.S. Wash hands before you begin.) Use dough to make alphabet letters, numbers, shapes, words, or clock faces.

3. Use unshelled peanuts for counting activities.

4. Have the students write for the information to answer these questions: Where did peanuts originate and where do peanuts grow in the United States? How are peanuts used? Write:

   Growers' Peanut Food Promotion
   P. O. Box 1709
   Rocky Mount, NC 27801

VOCABULARY

Ingredients

unshelled dry roasted peanuts

shelled dry roasted peanuts

peanut oil

peanut butter

Materials

bowl

blender

rubber spatula

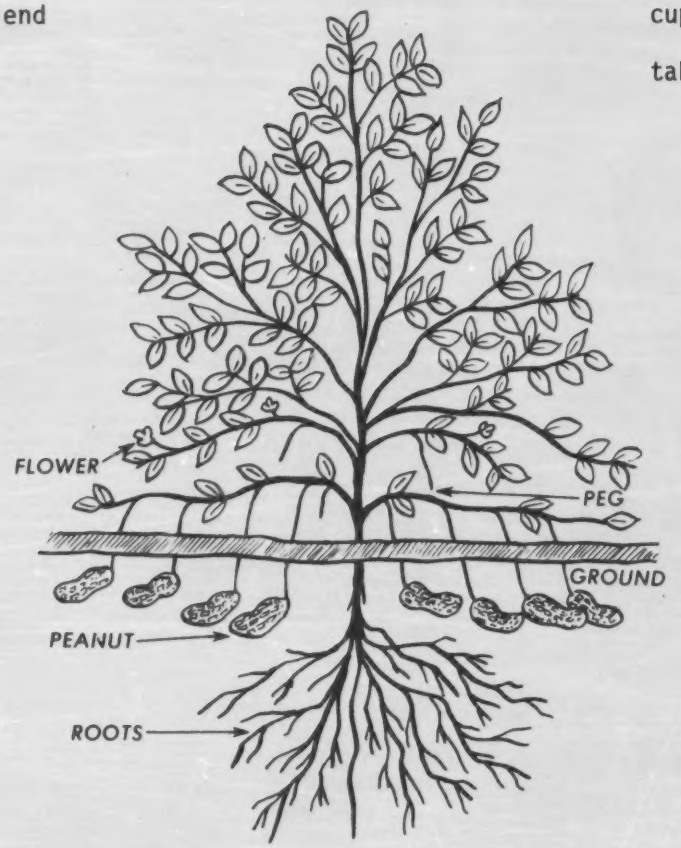
Cooking Words

blend

Math Terms

cups

tablespoons



TUNA SCOOP

What I need . . .

Food	Tools	Serving Things
1 can (7 ounces) tuna (opened and drained)	Dishpan of water	2 small plates
1/3 cup (80 ml) mayonnaise	Paper towels	2 forks
1/4 cup (60 ml) relish	Mixing bowl	2 napkins
Lettuce leaf	Measuring cup (dry)	
	Scoop	
	2 spoons	
	Fork	

Serves 2.

Primary Level

TUNA SCOOP

What I do . . .

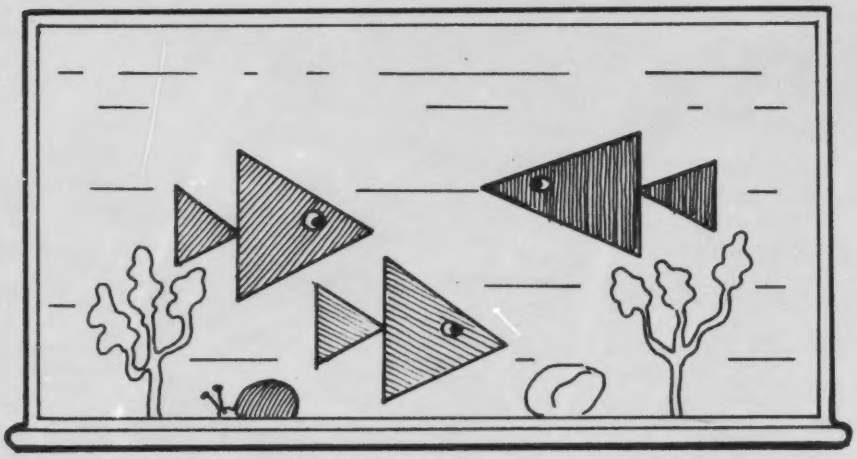
1. Get all things ready.
2. Drain tuna.
3. Wash lettuce leaf in dishpan.
4. Put lettuce on paper towel to dry.
5. Put the tuna in a bowl.
6. Mash tuna with a fork.
7. Measure 1/3 cup (80 ml) of mayonnaise.
8. Add to the tuna.
9. Measure 1/4 cup (60 ml) of relish.
10. Add to the tuna.
11. Mix.
12. Put lettuce leaf on plate.
13. Scoop tuna and put it on lettuce leaf.
14. Eat.
15. Clean up.

TUNA SCOOP

Begin this unit by discussing with the students fish, their habitat, and food. Read the book "Tunafish Sandwiches" by Patty Wolcott to the class.

Suggested Activities:

1. Talk about kitchen safety when opening the can of tuna.
2. Present information about the canning process. Visit a cannery if possible.
3. Have the students list words that rhyme with fish, can, and eat.
4. Have the students write poems related to fish.
5. Have students write their own fish story. Then let them read their stories into a tape recorder. Transcribe the tape and make a class booklet entitled, "Our Fish Stories".
6. Make a fish mobile.
7. Use triangle shape to make fish. Glue to construction paper. Add sea weeds, water, rocks, etc., with crayons.



8. Conclude unit by reading Swimmy by Lonnie, Leo, Pantheon, 1963.

VOCABULARY

Ingredients	Materials
tuna	dishpan
mayonnaise	paper towels
relish	scoop
lettuce leaf	measuring cup

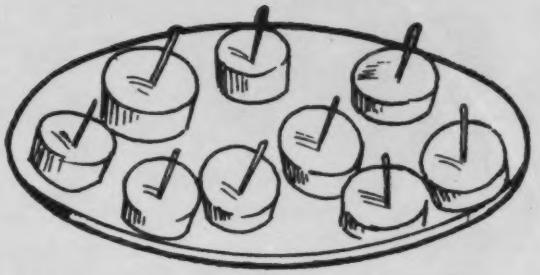
Cooking Words	Math Terms
drain	7 ounces
mix	1/3 cup (80 ml)
mash	1/4 cup (60 ml)

MEAT GROUP

FRANKS AND BARBECUE SAUCE

What I need . . .

Ingredients	Utensils	Serving Materials
1/2 cup (120 ml) catsup	Tablespoon	Toothpicks
2 tablespoons (30 ml) vinegar	Measuring cup dry	Tray
2 tablespoons (30 ml) brown sugar	Bowl	Napkins
1 tablespoon (15 ml) prepared mustard	Waxed paper	
1 tablespoon (15 ml) Worcestershire	Crock pot	
1 package franks		



Serves 10.

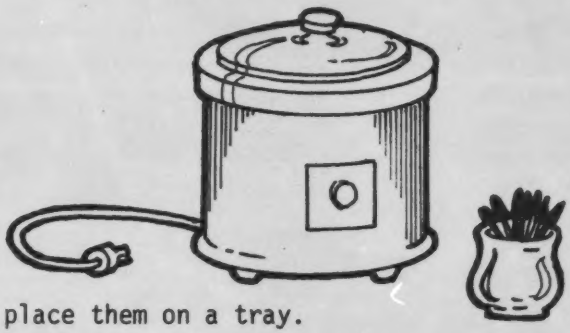
Cut into pieces to serve class.

Intermediate Level

FRANKS AND BARBECUE SAUCE

What I do . . .

1. Get all the materials prepared.
2. On a piece of waxed paper, cut the franks into fourths.
3. Put them in the crock pot.
4. To make the barbecue sauce, measure and add the following ingredients into a bowl:
    a. 1/2 cup of catsup
    b. 2 tablespoons of vinegar
    c. 2 tablespoons of brown sugar
    d. 1 teaspoon prepared mustard
    e. 1 tablespoon Worcestershire sauce
5. Stir and pour into the crock pot.
6. Cover and simmer until warm.
7. Put toothpicks in the quartered franks and place them on a tray.
8. Serve.
9. Eat.
10. Clean up.



Cooking at home: Heat the Franks and Barbecue Sauce in pan on stove. Use medium heat.

FRANKS AND BARBECUE SAUCE

Read frankfurter labels. What is the primary meat included? Is it beef or pork? Read "Charlotte's Web" by E. B. White.

Suggested Activities:

1. Visit a pig farm.

2. Frankfurters originally came from Germany during the Middle Ages. Learn some other foods that we eat often that originated in Germany, France, Italy, England, Spain, or other European countries; Africa, Asia, South America, or Australia.

3. List as many different names as possible for frankfurter. (Franks, hot dogs, red hots, weiners, tube steaks, and "fun in a bun".)

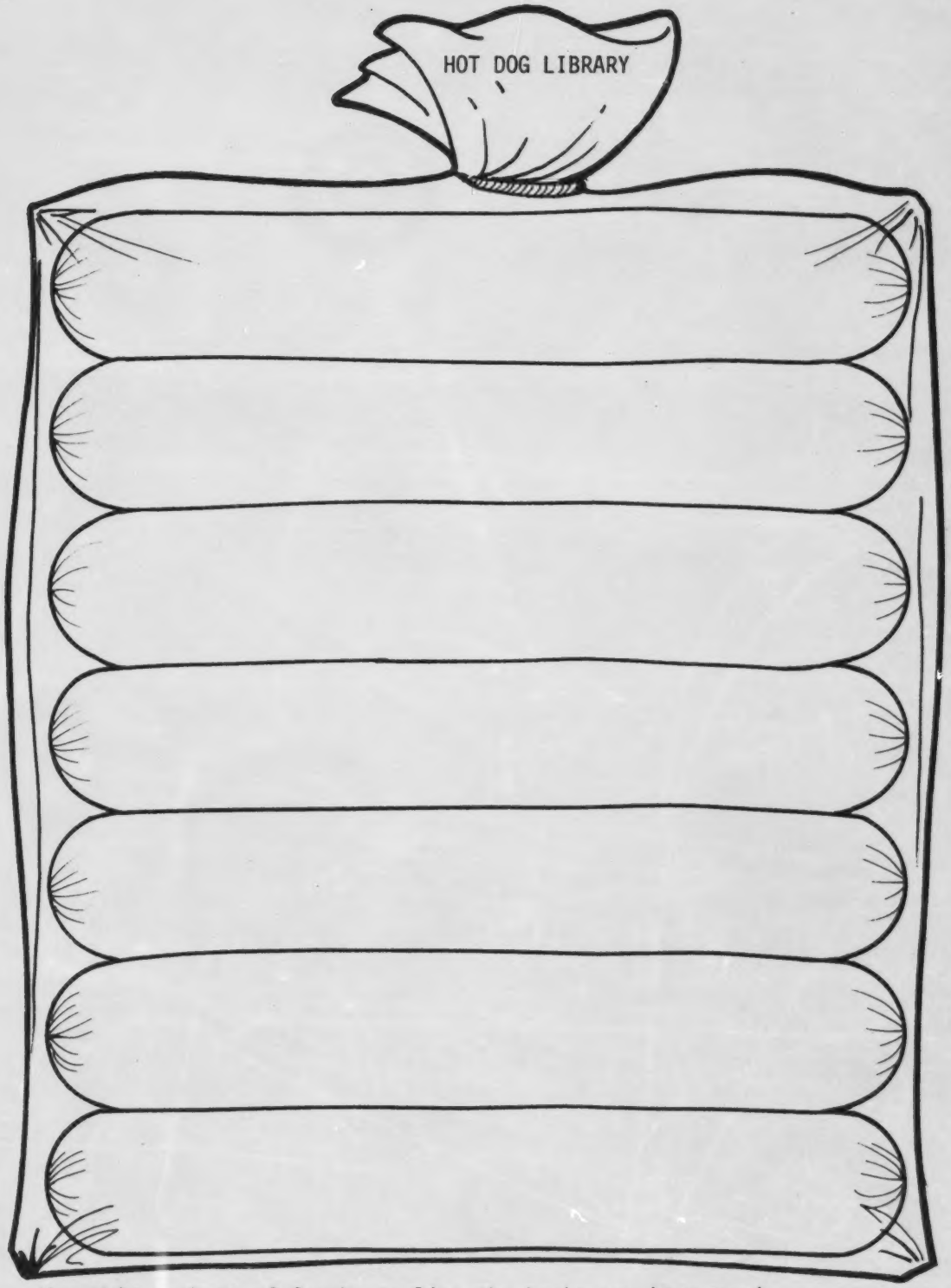
4. Have the students prepare stories to read to kindergarten or preschool at storytime. The Three Little Pigs (with a happy ending) and Wriggles, the Little Wishing Pig would be good stories for beginners.

5. List other forms by which pork is marketed. (Ham, pork chops, sausage, bacon, etc.) Prepare a class poll and make a bar graph indicating the favorite form of pork for the class.

6. Barbecue is a Haitian word. Find out where Haiti is located. Who is its nearest neighbor? Describe the climate, geography, main products, and population.

7. Visit a livestock show. Observe the different types of hogs. Note the different ears, noses, and colors.

8. Invite a 4-H or FFA member to visit the class and tell about his/her swine project. Information may include: the type of hog; the kind, amount, and cost of feed; the shelter required; and any special problems such as hot weather.



Use this package of franks to list the books you have read.

MEAT GROUP

MANY MINI LOAVES

What I need . . .

Ingredients	Utensils	Serving Materials
1 egg	Mixing bowl	12 plates
1 pound (.45 kilograms) ground beef	Teaspoon	12 napkins
1 teaspoon (5 ml) salt	Fork	Serving fork
Dash pepper	12-cup muffin tin	
1 teaspoon (5 ml) Worcestershire sauce	Pot holders	
1/4 cup (60 ml) finely chopped onion	Measuring cups dry	
1/2 cup (120 ml) fresh bread crumbs	* * *	
1 can condensed vegetable soup (do not dilute)	Toaster oven	
Shortening		
Catsup		

Serves 12.

Cut into pieces to serve class.

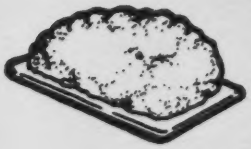
Intermediate Level

MANY MINI LOAVES

What I do . . .

1. Get all the materials prepared.
2. Beat an egg in a mixing bowl.
3. Add ground beef and vegetable soup to the egg.
4. Measure and add the following ingredients in the bowl:
    a. 1 teaspoon of salt
    b. 1 teaspoon of Worcestershire sauce
    c. 1/4 cup chopped onion
    d. 1/2 cup bread crumbs
    e. Dash of pepper
5. Mix with a fork.
6. Grease the 12-cup muffin tin with shortening.
7. Spoon the meat mixture into muffin tin.
8. Cover with catsup.
9. Bake in the toaster oven at 450° F. until done.
10. Remove from the toaster oven.
11. Serve.
12. Eat.
13. Clean up.

Cooking at home: Use oven in kitchen range.



MANY MINI LOAVES

Have the class list adjectives describing number and size. Alphabetize the list.

Suggested Activities:

1. Study about different types of cows. Which ones are used for milk and which are used for meat?

2. From what countries were the different breeds imported?

3. Which states are responsible for most of the cattle grown in the United States?

4. Write the various cattle organizations for information. Refer to the list in the bibliography.

5. Find out the uses for the cow hide.

6. Discuss the different cuts of meat. Visit the meat counter in a supermarket and make a list of the different cuts in the meat counter.

7. Do a lesson on cattle history and the cowboy. Where is the Chisholm Trail? Name other cattle trails. Obtain a copy of Oklahoma and the Cowboy from the Oklahoma Department of Tourism.

PREPARE T.V. SHOWS

Farm Show

Have the class wirte a farm-news show. Prepare charts showing the latest market prices for livestock and farm crops. Refer to newspapers for price information. Include a weather forecast and interviews with ranchers and farmers (real or role-playing). Discuss crops grown in the area and perhaps, have a short nutrition segment. Use video-tape facilities if available. Divide the jobs among the class: producer, director, writer, announcer, anchorman, news reporter, chef, farmer, rancher, cameraman, artist, weatherman, and outdoor sportsman.

Chef Show and Tell or
Chef Show and Chef Tell

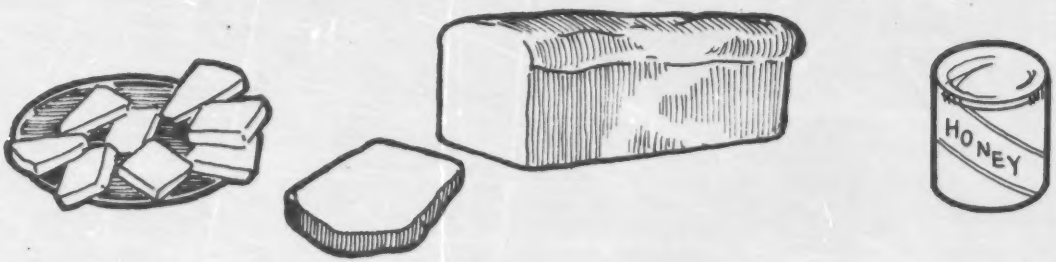
Video-tape a cooking show. Have one or two people demonstrate how to prepare the recipe. Have the class members divide the responsibilities or use a committee of 5 or 6. Assign the following jobs for the activity: producer, director, writer, announcer, chef (one or two), cameraman, and artist.

Bread and Cereal Group

HONEY SHAPES

What I need . . .

Food	Tools	Serving Things
Bread	Butter knife	Small plate
Honey	* * *	Napkins
Cinnamon	Toaster	

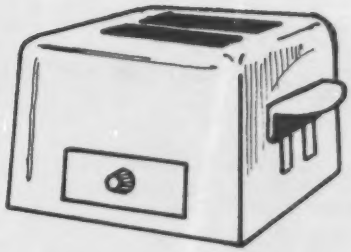


Primary Level

HONEY SHAPES

What I do . . .

1. Get all things ready.
2. Put the bread in the toaster.
3. Toast it.
4. Take it out of the toaster.
5. Put the toast on a plate.
6. Put butter on toast.
7. Sprinkle cinnamon on toast.
8. Spread honey on toast.
9. Cut toast in 4 equal parts.
10. Eat.
11. Clean up.



HONEY SHAPES

Introduce this unit by reading the story or showing the filmstrip, "The Little Red Hen". Talk with the students about the process of wheat being ground into flour. Then discuss flour as a main ingredient in bread.

Suggested Activities:

1. Make Indian fried bread so students are able to use flour as an ingredient in bread.

2. Cut toast with cookie cutters in a variety of shapes. Talk about the geometric shapes.

3. Have students discuss other toppings for toast, such as jams, jellies, and cheese.

4. Use a piece of toast to discuss fractions. Cut one piece in halves, another in fourths, another one in thirds, etc.

5. On a piece of paper cut like a loaf of bread, have the students make a list of all the kinds of bread they have eaten.

6. Have the students write their own math story problems related to bread. For example, "Sue ate 2 slices of bread. Ann ate 4 slices of bread. How many slices did Ann and Sue eat?" Have the students read their stories to the class, and let other students solve the problem.

7. Use bread and glue to make bread sculpture. Crumble 2 slices of old white bread into a bowl. Add 2 1/2 T. white glue and mix into a dough. Shape into an animal or any other form. Let dry.

VOCABULARY

Ingredients	Materials
cinnamon	toaster
honey	butter knife
bread	

Cooking Words	Math Terms
toast	equal
sprinkle	
spread	

BREAD AND CEREAL GROUP

YUMMY TUMMY TARTS

What I need . . .

Food	Tools	Serving Things
1 canned biscuit	Waxed paper	Small plate
2 teaspoons (10 ml) strawberry jam	Nonstick pan	Napkin
	Teaspoon	
	* * *	
	Toaster oven	

Serves 1.

Primary Level

YUMMY TUMMY TARTS

What I do . . .

1. Get all the materials ready.
2. Put the biscuit on the waxed paper.
3. Flatten the biscuit.
4. Measure 2 teaspoons of jam and put it on the left side of the biscuit.
5. Fold the biscuit.
6. Press the edges together.
7. Put the biscuit on a pan.
8. Put the pan in the toaster oven.
9. Cook at 350°F for about 12 minutes or until brown.
10. Take the pan out.
11. Cool.
12. Put the tart on a plate.
13. Serve.
14. Clean up.

Cooking at home: Use oven in kitchen range.

YUMMY TUMMY TARTS

Discuss with the children what they eat for breakfast. Talk about a nutritious breakfast and the importance of a good breakfast. Suggest that sometimes breakfast items can be changed to make them more appealing. Talk about tarts they are familiar with, such as pop tarts, and introduce the idea of making their own tarts.

Suggested Activities:

1. Measure the waxed paper, the diameter of the biscuit before and after it is flattened, the size of the pan, and the size of the toaster oven. Talk about the geometric shapes of all the items.

2. Make tarts using other kinds of jams.

3. Have the children write commercials trying to sell "Yummy Tummy Tarts". Have them pretend it's a new product, and their advertisement may be for TV, radio, newspaper, or magazine.

VOCABULARY

Ingredients

biscuits

strawberry jam

Materials

waxed paper

nonstick pan

toaster

teaspoons

Cooking Words

fold

press

Math Terms

2 teaspoons

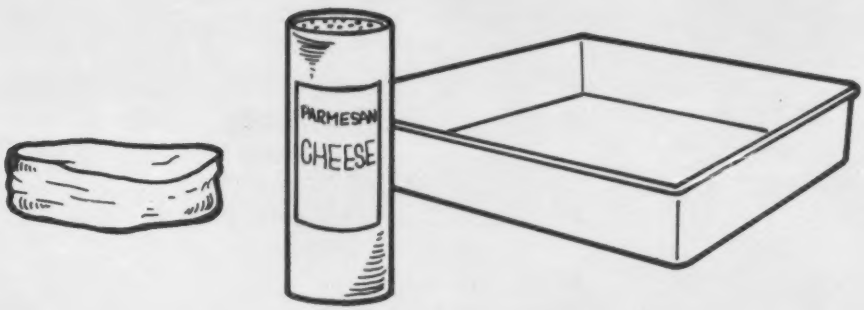
350°F

12 minutes

LOG ROLLS

What I need . . .

Food	Tools	Serving Things
1 canned biscuit	1 pan	Serving tray
2 tablespoons (30 ml) parmesan cheese	8" string	Napkins
	Waxed paper	
	* * *	
	Toaster oven	



Serves 1.

Primary Level

LOG ROLLS

What I do . . .

1. Get all materials ready.
2. Put 2 tablespoons of cheese on the waxed paper.
3. Roll the biscuit between your hands.
4. Make the biscuit as long as the string.
5. Roll the biscuit in the cheese.
6. Put the biscuit in the pan.
7. Bake the biscuit at 450^{O}F for 8 to 10 minutes.
8. Cool.
9. Put on a tray.
10. Eat.
11. Clean up.

Cooking at home: Use oven in kitchen range.

LOG ROLLS

Collect pictures of farm machinery, particularly that involved in the planting and harvesting of wheat (tractor, plow, seed drill, combine, truck). Discuss the purpose of each and the sequence of activities involved.

Suggested Activities:

1. Visit a bakery. Observe the steps in baking bread. Have the students draw a picture of each step. Put the pictures on index cards and use in a learning center for sequential order.

2. Measure the height of the students. Discuss their height in inches and feet. Have the students cut string to match their height at the beginning of the year. Compare with classmates. Repeat at the end of the year.

3. At what season of the year is wheat planted? (In Oklahoma, wheat is planted in the fall.) For what is the growing wheat used during the winter? Compare with growing seasons for other plants.

4. What is measured by bushels? What is a bushel? A bushel of wheat weighs 60 pounds. Compare the students' weight to a bushel of wheat.

5. Invite a farmer to bring a combine for Show and Tell.

6. Oklahoma grows Hard Red Winter Wheat. It is used for bread flour and most is exported. Define export and investigate the different modes of transportation involved.

VOCABULARY

Foods	Tools
biscuits	waxed paper
parmesan cheese	string
	pan
	toaster oven
	serving tray
	napkins

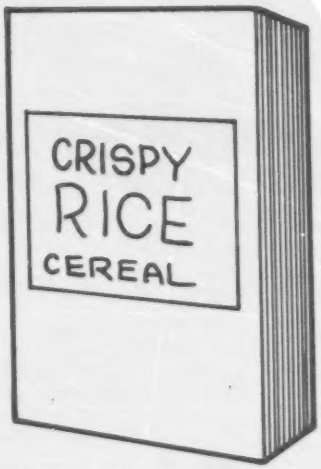
Cooking Words	Math Terms
roll	tablespoon
measure	$450^{o}F$
bake	8 - 10 minutes
cool	8 inches

CRISPY RICE COOKIES

What I need . . .

Ingredients	Utensils	Serving Materials
1/4 cup (60 ml) margarine	Wooden spoon	Napkins
40 large marshmallows	Measuring cup (dry)	Knife
1/4 teaspoon (1.25 ml) salt	Teaspoon	Spatula
5 cups (1200 ml) crispy rice	Pan	
	* * *	
	Electric skillet	

Serves 24.

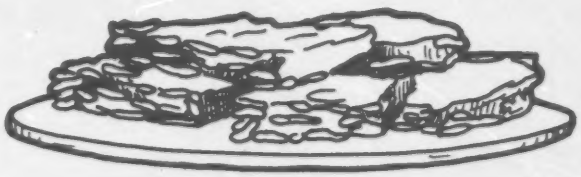


Intermediate Level

CRISPY RICE COOKIES

What I do . . .

1. Get all the materials prepared for use.
2. Measure 1/4 cup of margarine.
3. Melt the margarine in the skillet.
4. Measure and add 5 cups of miniature marshmallows and 1/4 teaspoon of salt to the melted butter.
5. Heat and stir the mixture until it is smooth.
6. Measure 5 cups of crispy rice cereal.
7. Add 1 cup of cereal at a time into the skillet.
8. Stir with fork until all the cereal is mixed into the skillet.
9. Pour this mixture into a pan.
10. Press into the pan.
11. Cool and cut into squares.
12. Serve.
13. Eat.
14. Clean up.



Cooking at home: Use saucepan on kitchen range instead of electric skillet.

CRISPY RICE COOKIES

Several days prior to unit, write on the chalkboard "From where do marshmallows come?"

Suggested Activities:

1. Provide reference aids for research on marshmallows. (Dictionaries, encyclopedias, etc.)

2. Read marshmallow package label. List ingredients on poster.

   Hint: 1) Marshmallow is a pink-flowered European perennial herb (Althaea officinalis) of the mallow family that is naturalized in the eastern United States and has a mucilagionous root sometimes used in confectionery and in medicine.
   2) A confection made from the root of the marshmallow or from corn syrup, sugar, albumen, and gelatin beaten to a light creamy consistency. (Webster's New Collegiate Dictionary)

3. Make animals using cereal boxes and construction paper.

4. Add additional ingredients to cookie recipe for a change of taste. Stir in one or more of the following:

   1/2 cup (120 ml) shredded or flake coconut
   1/4 cup (60 ml) coarsely chopped nuts
   1/2 cup (120 ml) chocolate chips

   If any of the above items are included, the unit may be expanded to include a study of coconut, nuts, and/or chocolate.

5. Where is rice grown? Which states in the United States grow rice? In which parts of the world is rice a staple of the diet? How does the cultivation of rice differ from other grains, such as wheat or eats? Have students find answers to these questions.

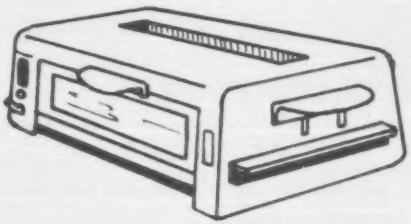
6. Dye rice different colors. Draw a design on cardboard and outline with yarn or cord. Fill in areas with dyed rice.

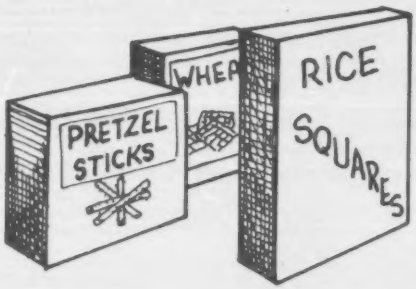
7. Prepare rice and serve to class. Poll class to determine the number who like rice, who have it often, and those who do not like it. Have class make a circle graph showing the results. Have class sample the rice plain as it would be served in place of a potato, and provide sugar and milk for rice cereal.

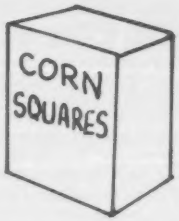
PARTY MIX

What I need . . .

Ingredients	Utensils	Serving Materials
1 cup (240 ml) rice squares	Large bowl	Cups
1 cup (240 ml) cheese squares	Measuring cup (dry)	Serving spoon
1 cup (240 ml) corn squares	Teaspoon	Napkins
1 cup (240 ml) pretzels (sticks)	Cake pan	
1 cup (240 ml) wheat squares	Wooden spoon	
1/2 stick of butter	* * *	
1/2 t. (2.5 ml) Worcestershire sauce	Electric skillet	
3 shakes onion salt	Toaster oven	
3 shakes garlic salt		







Intermediate Level

PARTY MIX

What I do . . .

1. Get all the materials prepared.
2. Measure and mix the following ingredients in a large bowl.
    a. 1 cup of rice squares
    b. 1 cup of cheese squares
    c. 1 cup of corn squares
    d. 1 cup of pretzels (sticks)
    e. 1 cup of wheat squares
3. In the skillet make the butter mixture.
    a. Melt 1/4 stick of butter.
    b. Measure and add 1/2 teaspoon of Worcestershire sauce.
    c. Add 3 shakes of onion salt and 3 shakes of garlic salt.
4. Pour the butter mixture over the other ingredients.
5. Stir so the butter mixture covers all the ingredients.
6. Pour into cake pan.
7. Bake in the toaster oven (200°) for 1 hour and stir the Party Mix a couple of times.
8. Remove from oven and cool.
9. Put in cups.
10. Eat.
11. Clean up.

Cooking at home: Use oven in kitchen range.

PARTY MIX

Examine with the students the cereals for the Party Mix. Determine the types of grains used for each cereal by reading the ingredients on the labels. Discuss how cereal is made.

Suggested Activities:

1. Compare the labels on each cereal. Compare ingredients, cost, caloric content, number of ounces, cost per ounce, and attractiveness of label.

2. Have students do research on the following topics:

   Foods from grains
   Parts of grain
   Leading grain crops in the United States
   History of using grains
   Nutritional diseases

3. Have the students make posters which illustrate appetizing breakfast combinations and supply 1/4 of the nutrients for the day.

4. Have the students label a map showing the grains that grow in each state.

5. Ask the students to try a food from a grain that they have never tried before. For example: Corn grits or cream of rice cereal.

6. Have the students examine the labels on foods in their homes and list the different forms of grain found in the ingredients.

7. Bring to class corn, wheat, and other kernels. If a mortar and pestle are available, have children take turns grinding up the seeds. The biggest thrill of all might be to grind up enough flour this way to make pancakes or other foods.

8. Have the students make dough art using the recipe on the next page.

DOUGH RECIPE

2 c. flour (not self-rising)
1 c. salt
1 c. hot water (add a little at a time)*

Mix flour and salt together. Add water, *as may not need all in humid weather. Knead 10-15 min. (or knead 1-3 min. and refrigerate for 1/2 hour). Add more flour as needed. Always cover board with flour and add to board for cutters. Place all dough in plastic bag when not using and take out only what needed for each item. Cover items on cookie sheet with wet cloth until have full sheet.

BAKING:

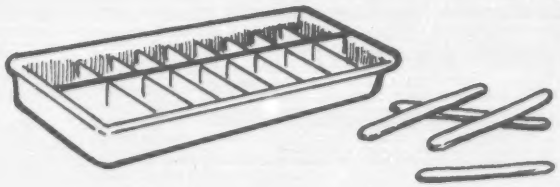
Preheat oven to 200-225°. Do not bake over 225° as puffing may occur. Bake 1-2 hours (letters take less time) or for 8 hours (like overnight) at 150°. They are done when feel hard all over. Sand rough edges with emery board if needed after baking. Finished items may be sprayed with clear varnish.

Fruit and Vegtable Group

JUICY ICICLES

What I need . . .

Food	Tools	Serving Things
Grape juice	12-cube ice tray	Napkins
	12 popsicle sticks	
	* * *	
	Freezer	



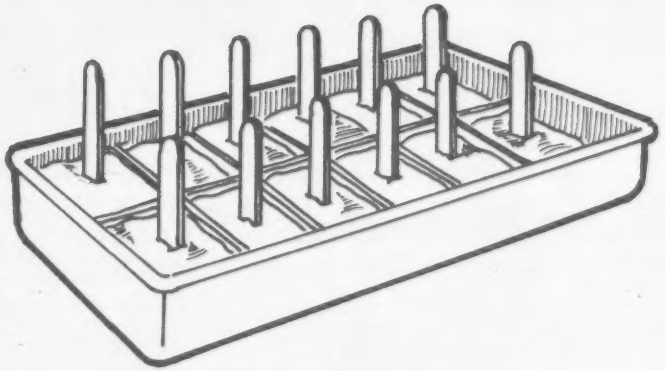
Serves 12.

Primary Level

JUICY ICICLES

What I do . . .

1. Get all things ready.
2. Pour grape juice into ice cube tray.
3. Freeze until slushy.
4. Put popsicle stick in each space.
5. Place in freezer.
6. Freeze.
7. Eat.
8. Clean up.



JUICY ICICLES

Introduce study of juice by demonstrating the making of orange juice for the class.

Suggested Activities:

1. Make grapefruit juice.
2. Demonstrate grapefruit spoon.
3. Have a fruit tasting party. Include the unusual fruits if available. Example: Papaya, mango, nectarine, tangelo, and apricot.
4. Plant an orange tree.
5. Make a seed display or art project from seeds.
6. Collect samples of leaves from as many fruit trees, bushes, or vines as possible. Assemble display.
7. Study the various geographical locations for the different fruit.
8. Study the various transportaiton methods used to market fruit.
9. Visit a supermarket.
10. Interview a supermarket produce manager.
11. Weigh items of fruit. Compute cost.
12. Make a mobile of different fruit.
13. Compare fruit prices in newspaper ads.

VOCABULARY

Ingredients

grape juice

ice cube

Cooking Words

freeze

slushy

Materials

ice cube tray

freezer

popsicle sticks

napkins

Math Terms

12

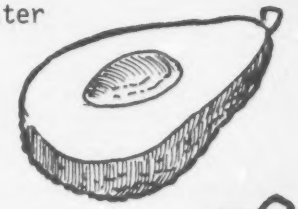
dozen

Provide each student with a book to record new words for reading lesson time.

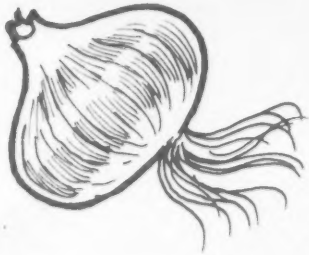
RAW VEGETABLES

What I need . . .

Food	Tools	Serving Things
Raw vegetables (already cut and peeled)	Dishpan of water Spoon Peeler Paring knife	Serving tray Napkins Small bowl



Examples:
Carrots
Cucumbers
Radishes
Squash
Cauliflower
Mushrooms
Celery



DIP: Use recipe for Dippy Dip or use already prepared dip.

Primary Level

RAW VEGETABLES

What I do . . .

1. Get all things ready.
2. Wash all the vegetables.
3. Put the vegetables on a paper towel to dry.
4. Put the vegetables on the tray.
5. Make dip or use already-made dip.
6. Put dip in a small bowl.
7. Dip the vegetable in the dip.
8. Eat.
9. Clean up.

RAW VEGETABLES

Have the students name as many vegetables as they can and tell you the color of the vegetable. Write the name of the vegetable on construction paper that is the same color as the vegetable. Group the vegetables by color on a chart.

Suggested Activities:

1. Talk about fractions as the vegetables are being cut.

2. Discuss safety using a knife and a vegetable peeler.

3. Make a collage using pictures of vegetables. Have the students cut pictures of vegetables from magazines and glue them on poster board. Students could also bring labels from canned vegetables to glue on the collage.

4. Have the students plant bean seeds or other vegetable seeds in a cup. Write an experience story about planting the seeds. The story might be similiar to this:

   Planting Beans

   We put rocks in a cup.
   We put soil in the cup.
   We put seeds in the soil.
   We covered the seeds with soil.
   We watered the seeds.
   Now we will wait for them to grow.

   Talk about what plants need for growth, and have the students care for their own plants. Record information about plant growth on a chart. Read "A Tree for Rita".

5. Plant other vegetable seeds and compare their growth. Compare growth of similiar seeds with and without sunlight, or with and without regular watering. Plant some seeds in glass containers so roots can be seen.

6. Make shape books about some of the vegetables. Have the students write stories individually or as a class about the vegetable.

TEACHER'S PAGE

7. Cook the same vegetables that the students ate raw. Compare the raw and cooked vegetables--how they change in texture, form, color, and taste.

8. Compare cooked fresh vegetables, canned vegetables, and frozen vegetables.

9. Visit a local supermarket, farm, or vegetable garden. Talk with the manager or gardener about raising vegetables. Read the book, "Farm to Market".

10. Talk about what parts of plants are edible. Discuss what can be done with tops, peelings, and left-overs.

11. Make vegetable soup with the students. Let each student choose what vegetable he/she would like included in the soup.

12. Make a vegetable cookbook for each student. Ask each one to bring his/her favorite vegetable recipe from home. Students may illustrate their recipe. Duplicate the recipes so each student will have his/her own cookbook.

13. Have more advanced students make up a name for a "new" vegetable. Have them draw a picture of their vegetable and write a description of it.

14. Discuss seeds from various vegetables. Categorize according to size, color, number in the fruit.

15. Make a picture using seeds.

16. Draw a picture of a vegetable garden showing things that grow above the ground and things that grow underground.

17. Make vegetable prints with potatoes or turnips. Half the potato or turnip and make a design on the flat surface. Dip the cut side in thick tempera paint and press the design onto paper.

18. Put a stalk of celery in water that has been colored blue. Students can observe how plants use water by watching the celery turn blue.

19. Read the poem, "The Turnip" by Alexei Tolstoi.

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20. Read one or more of the following stories:

The Princess and the Pea by Andersen
Stone Soup by Ann McGovern
The Carrot Seed by Ruth Krauss

VOCABULARY

Ingredients	Materials
carrots	dishpan
cucumbers	spoon
radishes	peeler
squash	paring knife
cauliflower	
mushrooms	

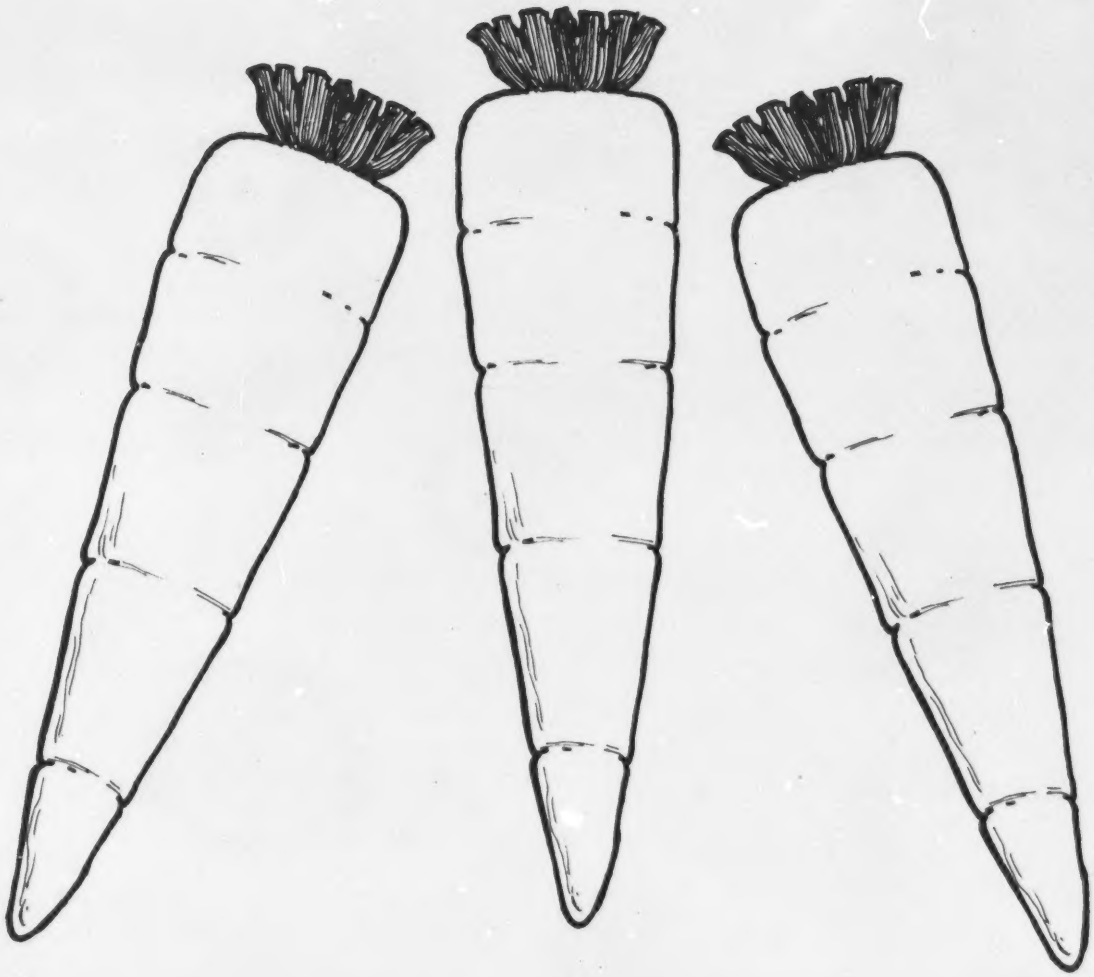
Cooking Words

wash

dip

21. Provide each child with several carrots on which to write sentences. See next page for illustration.

CARROT STICKS



HAPPY DOG FRUIT SALAD

What I need . . .

Food	Tools	Serving Things
1 lettuce leaf	Paper towel	Fork
1 canned pear half	Dishpan of water	
1 canned prune (pitted)	Small plate	
2 canned mandarin orange pieces	Teaspoon	
1 cherry	Fork	
1 raisin	Scissors	

Serves 1.

Primary Level

HAPPY DOG FRUIT SALAD

What I do . . .

1. Get all things ready.
2. Put cold water in dishpan.
3. Wash lettuce leaf.
4. Dry lettuce with paper towel.
5. Put on small plate.
6. Put pear half cut side down, on lettuce leaf.
7. Cut prune and cherry in half with scissors.
8. Make ear with prune half.
9. Make nose with cherry half.
10. Make an eye with raisin.
11. Make a collar with the mandarin orange pieces.
12. Eat.
13. Clean up.

HAPPY DOG FRUIT SALAD

Collect a basket of fruit (real or plastic) and have the children identify the various kinds. Discuss shape and color concepts. Have a tasting party of fruit and cheese instead of crackers or cookies for mid-morning snack.

Suggested Activities:

1. Read one or more of the following stories:

   Rain Makes Applesauce by Julian Scheer
   Mr. Rabbit and the Lonely Present by Charlotte Zalotow
   Bread and Jam for Frances by Russell Hoban

2. Serve apples in four forms: raw, baked, applesauce, and juice. Prepare chart for students to indicate their preference.

APPLES

Which do you like the best?

SLICED	BAKED	APPLESAUCE	JUICE

Write your name to show which way you liked the apples.

VOCABULARY

Ingredients	Materials
lettuce	paper towel
pear	dishpan
prune	teaspoon
mandarin orange	scissors
cherry	
raisin	

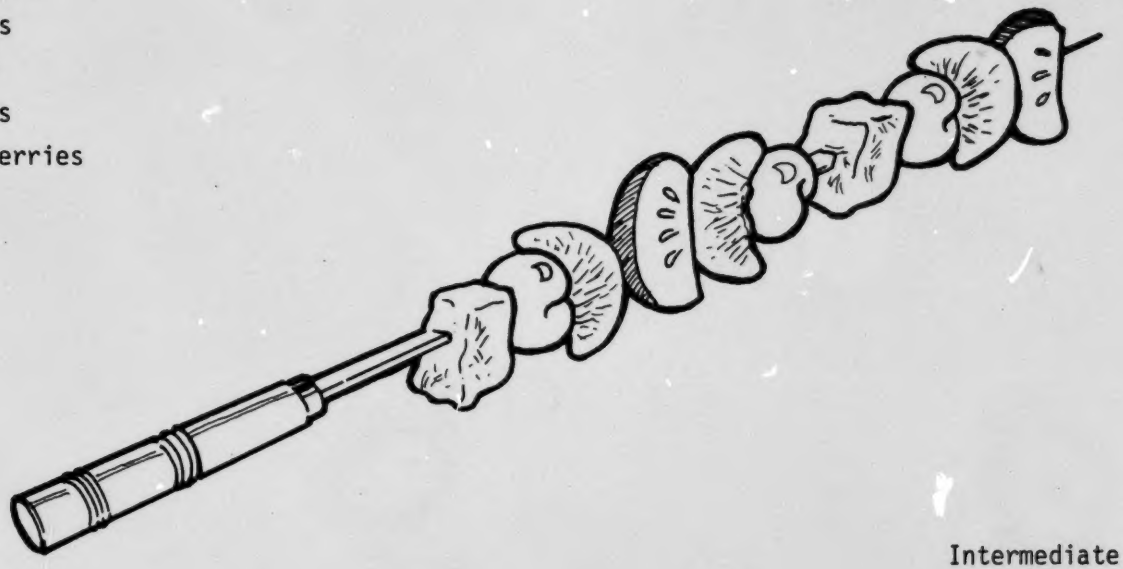
Cooking Words	Math Terms
wash	one
cut in half	two
	half

FRUIT AND VEGETABLE GROUP

FRUIT KABOBS

What I need . . .

Ingredients	Utensils	Serving Materials
Fresh Fruit	Paring knife	Napkins
	Straws	Tray
Examples:	Plates	
Pineapple		
Peaches		
Melons		
Bananas		
Strawberries		

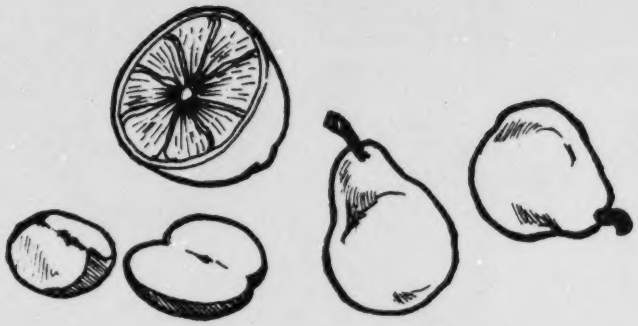


Intermediate Level

FRUIT KABOBS

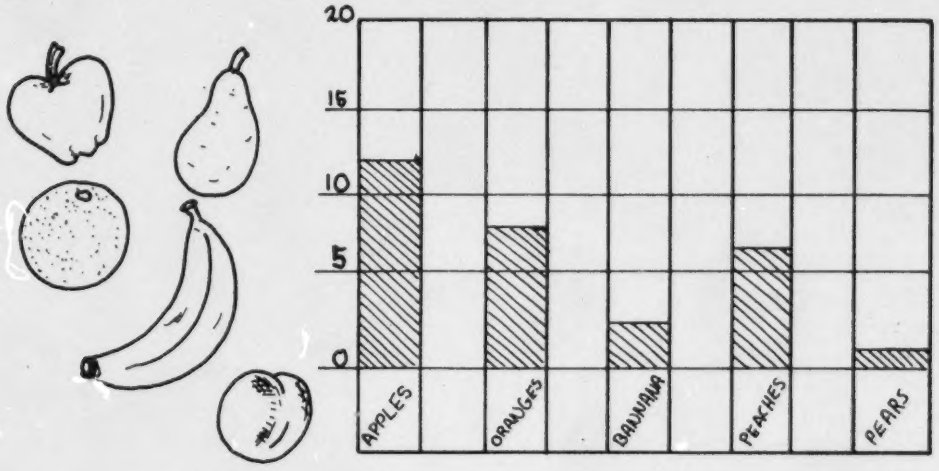
What I do . . .

1. Get all the materials prepared.
2. Clean or peel each fruit.
3. Cut in chunks if necessary.
4. Place the fruit on a plate.
5. Take a straw and put the fruit on the straw.
6. Put all the fruit kabobs on a tray.
7. Serve and eat.
8. Clean up.



FRUIT KABOBS

Have each student list all the kinds of fruit he/she knows. Discuss their lists and have students add names of fruits others suggest. Ask each student to rewrite his/her list beginning with the fruit he/she eats most often and ending with those never tried. Make a graph showing the most popular fruit.



Suggested Activities:

1. Plant avocado, orange, lemon, and/or grapefruit seeds and chart their growth.

2. Prepare fruit in a variety of ways to see how taste is changed. For example, apples may be eaten raw, stewed, or as applesauce or applebutter.

3. Have the students write songs or poems about fruits. Have them illustrate their song or poem.

4. Visit a fruit stand or supermarket. Have each student write a question to ask the manager before the trip.

TEACHER'S PAGE

5. Read "James and the Giant Peach". Talk about the fantasy in stories. Have the students write their own stories about themselves and a giant fruit.

6. Peel several fruits and observe which ones turn brown. Show how to prevent fruit from turning brown by using lemon juice. Find out why.

7. Discuss the nutritional value of fruits. Compare the cost of snacks that are nutritional with those that are not. Plan after school snacks for a week keeping in mind nutrition, cost, and variety.

8. Have the students do research on the following subjects:

   a. Fruits grown in the United States
   b. Fruits grown in Oklahoma
   c. Varieties of apples

COLE SLAW

What I need . . .

Ingredients

1/2 cup (120 ml) mayonnaise
1/4 cup (60 ml) vinegar
1 teaspoon (5 ml) sugar
1 tablespoon (15 ml) celery seed
3 shakes pepper
2 shakes salt
1 head cabbage
2 carrots

Utensils

Measuring cup (liquid and dry)
Teaspoon
Tablespoon
2 mixing bowls
Grater

* * *

Refrigerator

Serving Materials

Small plates
Forks
Serving spoons
Napkins

Intermediate Level

COLE SLAW

What I do . . .

1. Get all the materials prepared.
2. Mix the following ingredients into a bowl.
   a. 1/2 cup of mayonnaise
   b. 1/4 cup of vinegar
   c. 1 teaspoon of sugar
   d. 1 tablespoon of celery seeds
   e. 3 shakes of pepper
   f. 2 shakes of salt
3. Grate 1 head of cabbage and 2 carrots into a clean mixing bowl.
4. Mix all ingredients together.
5. Chill in the refrigerator for 1 hour.
6. Serve.
7. Eat.
8. Clean up.

COLE SLAW

Introduce the cole slaw unit by referring to supermarket newspaper advertisements. Compile a shopping list from the recipe and compute common costs at different supermarkets.

Suggested Activities:

1. In the spring, plant a garden. Include both green and red cabbage.

2. Coleslaw has been borrowed from the Dutch language. It is derived from kool sla. Investigate other items and/or products that are derived from the Dutch culture. (Hint: wooden shoes, tulips, windmills, and dikes.)

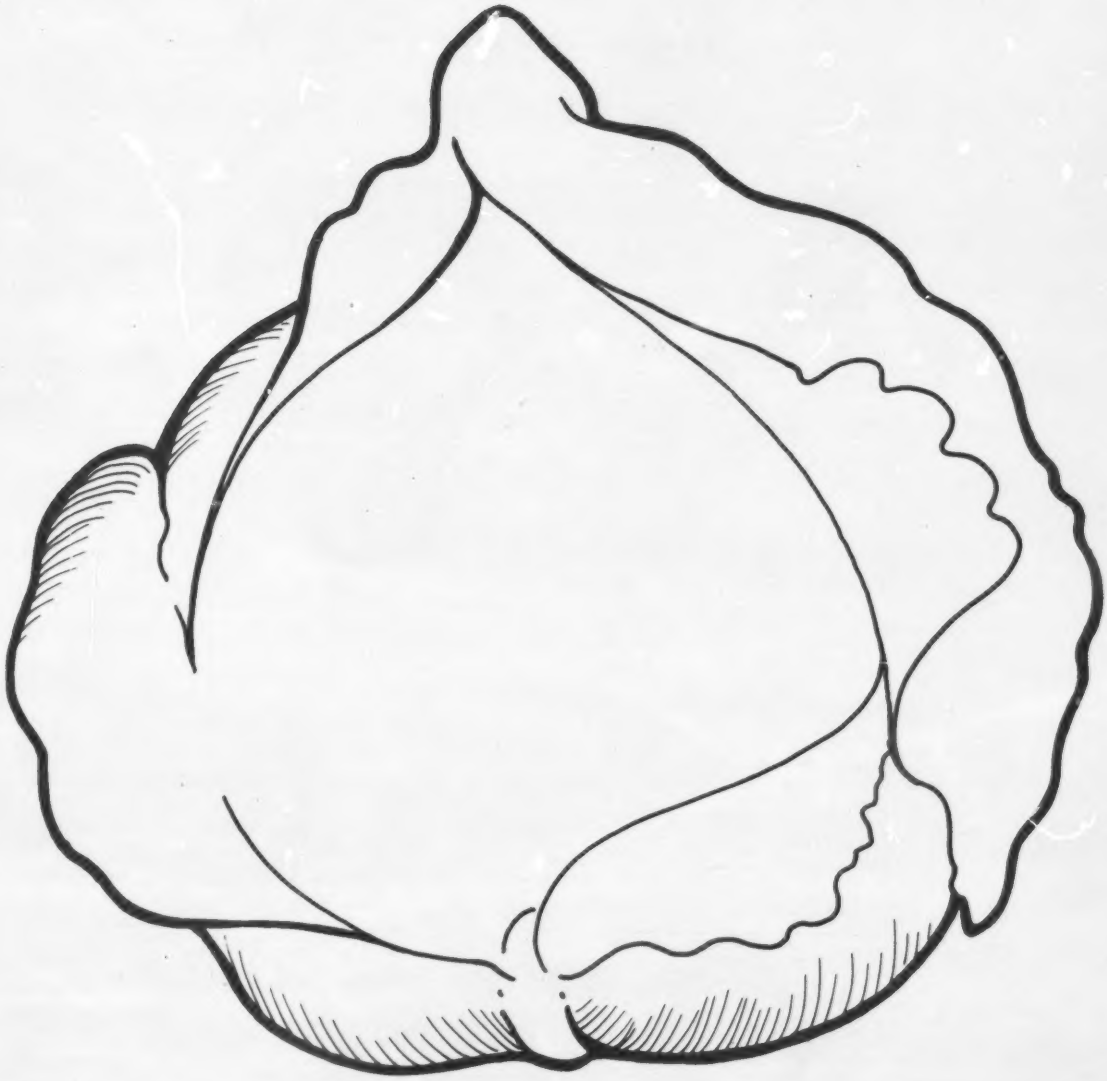
3. Broccoli, cauliflower, kale, brussel sprouts, turnips, and rutabaga are in the same plant family as cabbage. Make a cabbage family picture collage and have a taste party.

4. Write children's story about vegetables. Use vegetable cover.

5. Saurkraut is also made from cabbage. It is a German dish.

6. Draw a map of Europe. Locate Germany. Do a study of the geography, people, education (especially elementary), traditions and customs.

7. Use cabbage picture on following page as a booklet cover. etc. ....



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Special Group

NO-COOK STRAWBERRY JAM

1. Wash 3 jelly glasses. Sterilize.

2. Mix in small bowl of electric mixer:

   1 package pectin (49 gr.)
   2 tablespoons (30 ml) sugar.

3. Put through sieve or blend 1 1/4 cups (300 ml) pureed fresh or unsweetened, frozen strawberries.

4. Add the strawberries to the pectin and sugar and mix at lowest speed for seven minutes.

5. Add and mix 3 minutes longer:

   3/4 cup (180 ml) sugar
   2 tablespoons (30 ml) corn syrup
   2 teaspoons (10 ml) lemon juice.

6. Pour into jelly glasses and cover. Let stand at room temperature for 24 hours.

7. Store in refrigerator for use witin 2 - 3 weeks, or put in freezer for longer storage.

TASTE TEST

A taste test allows for comparisons of form, color, texture, and taste of some foods. Provide a chart for each student's taste test remarks.

Equipment Needed For A Taste Test

- tray
- cutting board
- knife
- electric skillet
- hot plate
- large pot
- paper plates
- forks or spoons
- paper napkins
- vegetables--
  - raw, canned,
  - frozen, and dried

Some suggested vegetables and the different forms are:

Potatoes: raw, mashed, flakes, dried hash browns, frozen french fries, baked, boiled

Corn: raw, corn-on-the-cob, canned, frozen, popped, cornmeal, cereal, Indian

Peas: fresh, canned, frozen, dried

Name_____ Date_____

TASTE TEST		
FOOD	FORM	TASTE

Name_____ Date_____

TASTING RAW VEGETABLES

Food	My first time to taste.	I tried it. Didn't like it.	I like it.
1._____			
2._____			
3._____			
4._____			
5._____			

My favorite vegetable _____

COOKBOOK UNIT

Suggested Activities:

1. Use reference books to learn about the people for whom the following foods or terms were named.

boysenberry	melba toast
cereal	pasteurize
graham	praline
loganberry	sandwich

2. Have the students prepare a list of compound words used in a cookbook unit. The following list provides a beginning.

blackberry	pancake
blueberry	peanut
breakfast	pineapple
chestnut	popcorn
doughnut	strawberry
grapefruit	sunflower
iceberg (lettuce)	supermarket
icebox	tablespoon
meatballs	teakettle
mushroom	teapot
oatmeal	teaspoon

3. Many food words begin with blends or digraphs. Combine a cookbook unit with a phonics lesson. Listed below are examples.

bread	skim
blender	slice
crumb	spoon
flake	steak
flour	stew
freeze	stove
grapes	quail
grate	strawberry
grease	chop
grind	chocolate
prune	shrimp

4. Have a contest to see who can compile the most homonyms that have at least one food-related word. The following list is provided for the teacher's convenience.

ail-ale
ate-eight
based-baste
beat-beet
bouillon-bullion
braize-brays-braze
carat-caret-carrot
cereal-serial
chews-choose
coax-cokes
colonel-kernel
desert-dessert
doe-dough
flour-flower
frees-freeze-frieze
grate-great
grease-Greece
grocer-grosser
jam-jamb
knead-need
meat-meet-mete
moose-mousse
pair-pare-pear
peal-peel
stake-steak
suite-sweet
sundae-Sunday
yoke-yolk

5. Use the new words from the homonyms list for dictionary skills instruction.

6. Use food names for alphabet practice from beginning letter recognition to ABC order. The following list may be used for planning reading or spelling related activities.

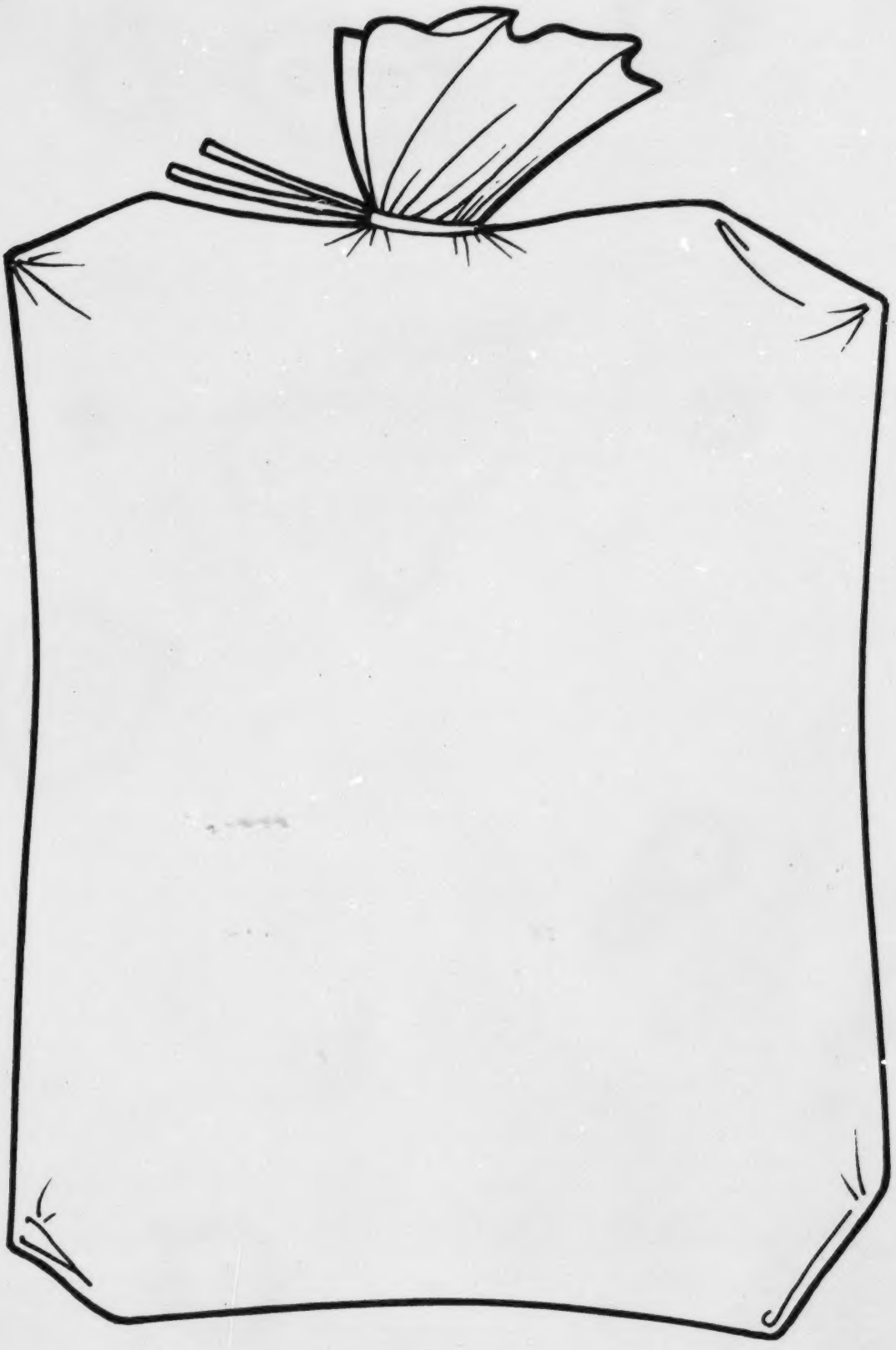
apricot
asparagus
avocado
bacon
bananas
beans
blackberries
cabbage
carrots
catsup
celery
cereal
cheese
cherry
cocoa
coleslaw
dates
doughnuts
egg
eggplant
fish
frankfurter
gooseberries
grapefruit
grapes
hamburger
honey
hot dog
ice cream
jam
jelly
kale
lemon
lime
liver
lobster
macaroni
marmalade
marshmallows
molasses
mushrooms
mustard
noodles
nuts
oatmeal
omelette
oranges
papaya
parsley
peanut butter
peanuts
pear
pineapple
preserves
pretzel
prunes
pumpernickel
pumpkin
quail
radishes
raisins
relish
rice
salt
sesame seeds
spaghetti
spinach
squash
steak
tamale
tapioca
tea
toast
tomatoes
tortilla
tuna
turnips
vanilla
vinegar
waffles
walnuts
watermelon
yam
yogurt
zucchini

7. Tomatoes, cherries, plums, and strawberries are red. Yet, each is a different shade of that color. See who can compile the longest list of red words (burgundy, rose, cardinal, fushia, etc.). Repeat for green, yellow, purple, orange, blue, brown, and white.

8. Search for food-related anonymns. Some examples are:

   artificial - real
   clean - dirty
   cooked - raw
   cool - warm
   freeze - melt
   fresh - stale
   hard - soft
   lumpy - smooth
   off - on

9. Duplicate the following page (138) and use with your students for creative writing activities, grocery list planning, package design contests or menu formulations.



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2. Big Dinner Table. 13 min. Primary. 16 mm. Features children the world over eating various foods at family mealtime.

3. Do Your Own Thing. 13 min. Primary-Intermediate. 16 mm. Fat Albert and the kids get an early taste of girls' lib when Penny shows the gang that she is more than a match for the kids at sports. However, Fat Albert surpasses Penny in one area...cooking. Shows the kids learning that you can "do your own thing" whether you are a boy or a girl.

4. Food Around the World. 14½ min. Primary-Intermediate. 16 mm. Everyone on earth needs the same things from foods. But we don't all eat the same foods, or prepare them, or eat them in the same ways. Why not?

5. Food, Energy, and You. 19 min. Grades 4-6. 16 mm. Demonstrates with visual, scientific evidence the process by which food supplies us with energy.

6. Habits of Health - Food to Live and Grow. 13½ min. Primary, Intermediate and Junior High. 16 mm. Students are led to understand the importance of good diet as they watch the growth and behavior of rats fed some of the same foods they have available.

7. How A Hamburger Turns Into You. 18 min. Middle Grades. 16 mm. Focusing specifically on proteins, the film demonstrates the essential processes that change food nutrients into molecular building blocks.

8. The Most Important Person Series. 4 min each. Primary and Intermediate. 16 mm. Discusses food variety, other cultures' foods, sources of food, importance of breakfast, snacks.

9. The Real Talking, Singing, Action Movie About Nutrition". 14 min. Primary. 16 mm. Presents the impact of food choice on body development, personality and self-image. Junior High students who made the film talk to other students about it.

FILMS

10. The Snacking Mouse. 5 min. Elementary. Filmstrip. A story format with humor and suspense is designed to discourage children from the bad eating habit of excessive snacking and to introduce the good eating habits of nutritious snacks and regular meals.

11. What's Good to Eat. 15 min. Elementary-Junior High. 16 mm. A 12-year-old boy learns to use the four food groups as a way to get the nutrients he needs.

12. You and Your Food. 8 min. Elementary. 16 mm. Jiminy Cricket stresses the value of foods which are necessary to good health.

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